DOCUMENT RESUME

ED 079 149 SE 016 537

AUTHOR Warpinski, Robert
TITLE A Supplementary Program for Environmental Education, Art, Grade 7-9.
INSTITUTION Project I-C-E, Green Bay, Wis.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE 72
NOTE 98p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Art; Behavioral Objectives; *Environmental Education; Fundamental Concepts; Instructional Materials; Interdisciplinary Approach; Learning Activities; *Lesson Plans; *Secondary Grades; *Teaching Guides
IDENTIFIERS ESEA Title III

ABSTRACT

Presented in this teacher's guide for grades seven through nine are lesson plans and ideas for integrating art and environmental education. Each lesson originates with a fundamental concept pertaining to the environment and states, in addition, its discipline area, subject area, and problem orientation. Following this, behavioral objectives and suggested learning experiences are outlined. Behavioral objectives include cognitive and affective objectives and skills to be learned, while learning experiences list student-centered in-class activities and outside resource and community activities. Space is provided for teachers to note resource and reference materials--publications, audio-visual aids, and community resources. The guides are supplementary in nature and the lessons or episodes are designed to be placed in existing course content at appripriate times. This work was prepared under an ESEA Title III contract for Project I-C-E (Instruction-Curriculum-Environmen). (BL)

ED 079149

Project I - C - E INSTRUCTION - CURRICULUM - ENVIRONMENT

A SUPPLEMENTARY PROGRAM FOR ENVIRONMENTAL EDUCATION

DISCIPLINE AREA Art GRADE 7-9

Produced under Title III E.S.E.A.
PROJECT I-C-E
Serving Schools in CESA's 3-8-9
1927 Main Street
Green Bay, Wisconsin 54301
(414) 432-4338
(after Dec. 1, 1972 - 468-7464)

Robert Warpinski
Robert Kellner,
George Howlett,

SE016 537

INSTRUCTION - CURRICULUM - ENVIRONMENT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FOR ENVIRONMENTAL EDUCATION

GRADE 7-9

E.S.E.A.

s 3-8-9

4301

8-7464)

Robert Warpinski, Director
Robert Kellner, Asst. Director
George Howlett, EE Specialist

PREFACE

"Oikus" for house is the Greek origin of the term "ecology" studies our house--whatever or wherever it may be. Like an u expand or contract to fit many ranges--natural and man-made. environments, our many "houses" if we omit rancor and cite lo complexities. Our "oikus" uses the insights of all subjects. multidisciplinary program like ours necessarily results. Als a long time, our program ranges K thru 12. The environment m values. These values have their origin in the "oikus" of our minds. Let us become masters of our house by replacing the G with "Know thyself and thine house."

1. Written and designed by your fellow teachers, this guide i to fit appropriately into existing, logical course content
2. Each page or episode offers suggestions. Knowing your stu to adapt or adopt. Limitless chances are here for your ex Many episodes are self contained, some open-minded, still developed over a few days.
3. Try these episodes, but please pre-plan. Why? Simply, no and no curriculum will work unless viewed in the context o
4. React to this guide with scratch ideas and notes on the ep
5. After using an episode, fill out the attached evaluation f duplicate, or request more of these forms. Send them sing We sincerely want your reactions or suggestions--negative evaluations are the key in telling us "what works" and in the guides.

TERMS AND ABBREVIATIONS

ICE RMC is Project ICE Resource Materials Center serving al school districts in CESA 3, 8, and 9. Check the Project ICE resources. Our address and phone number is on this guide's c or call us for any materials or help.

BAVI is Bureau of Audio Visual Instruction, 1327 University Madison, Wisconsin 53701 (Phone: 608-262-1644).

Cognitive means a measurable mental skill, ability, or proc

Affective refers to student attitudes, values, and feelings

PREFACE

or house is the Greek origin of the term "ecology". Environmental education
house--whatever or wherever it may be. Like an umbrella, our house can
ontract to fit many ranges--natural and man-made. We can add quality to our
s, our many "houses" if we omit rancor and cite long range gains, costs, and
s. Our "oikus" uses the insights of all subjects. Thus, a rational, positive,
linary program like ours necessarily results. Also, since attitudes grow over
, our program ranges K thru 12. The environment mirrors our attitudes or
ese values have their origin in the "oikus" of our collective and individual
us become masters of our house by replacing the Greek adage of "Know thyself"
thyself and thine house."

and designed by your fellow teachers, this guide is <u>supplementary</u> in nature--
ppropriately into existing, logical course content.
e or episode offers <u>suggestions</u>. Knowing your students best, you decide what
or <u>adopt</u>. Limitless chances are here for your experimentation and usage.
sodes are self contained, some open-minded, still others can be changed or
d over a few days.
e episodes, but <u>please pre-plan</u>. Why? Simply, no guide has all the answers,
urriculum will work unless viewed in the context of your students.
this guide with scratch ideas and notes on the episode pages.
ing an episode, <u>fill out the attached evaluation form</u> in the back. Use,
e, or request more of these forms. Send them singly or collectively to us.
rely want your reactions or suggestions--negative and positive. <u>Your
ons are the key</u> in telling us "what works" and in aiding our revisions of
es.

ABBREVIATIONS

s <u>Project ICE Resource Materials Center</u> serving all public and non-public
ricts in CESA 3, 8, and 9. Check the Project ICE Bibliography of available
Our address and phone number is on this guide's cover. Feel free to write
or any materials or help.
ureau of Audio Visual Instruction, 1327 University Avenue, P. O. Box 2093,
sconsin 53701 (Phone: 608-262-1644).
means a measurable mental skill, ability, or process based on factual data.
refers to student attitudes, values, and feelings.

ACKNOWLEDGEMENTS: The following teachers and consultants participated
of the Supplementary Environmental Education Guides

CESA #3

D. C. Aderhold, Bonduel
John Anderson, Peshtigo
Walter Anderson, Wausaukee
Bonnie Beamer, Coleman
Merlyn Blonde, Shawano
R. A. Dirks, Gillett
Dennis Dobrzenski, White Lake
LeRoy Gerl, Oconto
Karen Grunwald, St. James (L)
William Harper, Lena
Sister Claudette, St. Charles
Ervin Kunesh, Marinette
Kathleen LeBreck, Oconto
P. E. Lewicki, Gillett
Dorothy O'Brien, Wausaukee
Terry Otto, St. John (L)
Arthur Paulson, Oconto Falls
Marie Prochaska, Lena
Christine Proctor, Wausaukee
Arthur Schelk, Suring
Peter Skroch, Oconto Falls
David Soltesz, Crivitz
Bill Stillion, Shawano
Cathy Warnack, White Lake

Consultants

CESA #3

Dr. Richard Presnell,
Univ. of Wisc.-Green Bay

CESA #8

Dr. James Marks,
Lawrence University

CESA #9

Dr. Charles Peterson,
St. Norbert College

CESA #8

Mary Anders, Winneconne
Robert Becker, Fox Valley (L)
Mary Chriss, Hortonville
Cliff Christensen, Winneconne
Kenneth Couillard, Hortonville
Raymond Emerich, Hortonville
Mike Ercegovac, Winneconne
Dona Geeding, Menasha
Donald Hale, Winneconne
James Huss, Freedom
Sister Lois Jonet, Holy Angels
Kenneth Kappell, St. Aloysius
Kenneth Keliher, Appleton
Everett Klinzing, New London
Fred Krueger, Oshkosh
Jim Krueger, Winneconne
Mae Rose LaPointe, St. John High
Rosemarie Lauer, Hortonville
Robert Lee, Neenah
Harold Lindhorst, St. Martin (L)
Dennis Lord, Little Wolf
Robert Meyer, Neenah
Arnold Neuzil, Shiocton
James Nuthals, Lourdes
Connie Peterson, St. Martin (L)
Rosemary Rafath, Clintonville
Mark Reddel, St. Martin (L)
Gladys Roland, Little Wolf
Kathryn Rowe, Appleton
Mary Margaret Sauer, Menasha
Edwin Schaefer, Kaukauna
Lee Smoll, Little Chute
Doris Stehr, Mt. Calvary (L)
Ginger Stuvetraa, Oshkosh
Richard Switzer, Little Chute
Tim Van Susteren, Holy Name
Lila Wertsch, St. Margaret Mary
Warren Wolf, Kimberly
Gery Farrell, Menasha

Pet
Lee
Kat
Mer
Sar
Dua
Rob
Jar
Phy
Kei
Jac
Mik
Her
Gar
Nan
Jos
Cat
DeA
Kri
Mel
Jac
Sis
Ell
Jud
Pri
C.
Wil
Rog
Jan
Cal
Mar
Car
Mar

he following teachers and consultants participated in the development
f the Supplementary Environmental Education Guides:

	CESA #8	CESA #9
uel	Mary Anders, Winneconne	Peter Biolo, West DePere
igo	Robert Becker, Fox Valley (L)	Lee Clasen, Lux.-Casco
saukee	Mary Chriss, Hortonville	Kathryn Colburn, Algoma
an	Cliff Christensen, Winneconne	Merle Colburn, Algoma
no	Kenneth Couillard, Hortonville	Sara Curtis, Green Bay
	Raymond Emerich, Hortonville	Duane DeLorme, Green Bay
hite Lake	Mike Ercegovac, Winneconne	Roberta Dix, St. Joseph Acad.
	Dona Geeding, Menasha	Janet Elinger, Ashwaubenon
James (L)	Donald Hale, Winneconne	Phyllis Ellefson, Wash. Isle.
	James Huss, Freedom	Keith Fawcett, West DePere
. Charles	Sister Lois Jonet, Holy Angels	Jack Giachino, Seymour
tte	Kenneth Kappell, St. Aloysius	Mike Gleffe, St. Matthews
nto	Kenneth Keliher, Appleton	Herbert Hardt, Gibraltar
tt	Everett Klinzing, New London	Gary Heil, Denmark
saukee	Fred Krueger, Oshkosh	Nannette Hoppe, How.-Suam.
(L)	Jim Krueger, Winneconne	Joseph Hucek, Pulaski
o Falls	Mae Rose LaPointe, St. John High	Catherine Huppert, DePere
	Rosemarie Lauer, Hortonville	DeAnna Johnson, Denmark
usaukee	Robert Lee, Neenah	Kris Karpinen, West DePere
	Harold Lindhorst, St. Martin (L)	Mel Kasen, Gibraltar
Falls	Dennis Lord, Little Wolf	Jack Koivisto, Green Bay
tz	Robert Meyer, Neenah	Sister Mary Alyce, Cathedral
no	Arnold Neuzil, Shiocton	Ellen Lotz, West DePere
Lake	James Nuthals, Lourdes	Judilyn McGowan, Green Bay
	Connie Peterson, St. Martin (L)	Priscilla Mereness, Wrightstown
	Rosemary Rafath, Clintonville	C. L. Paquet, Denmark
	Mark Reddel, St. Martin (L)	William Roberts, Sturgeon Bay
	Gladys Roland, Little Wolf	Roger Roznowski, Southern Door
Bay	Kathryn Rowe, Appleton	Jan Serrahn, Sevastopol
	Mary Margaret Sauer, Menasha	Calvin Siegrist, How.-Suam.
	Edwin Schaefer, Kaukauna	Mary Smith, Green Bay
	Lee Smoll, Little Chute	Carol Trimberger, Kewaunee
	Doris Stehr, Mt. Calvary (L)	Mary Wadzinski, How.-Suam.
	Ginger Stuvetraa, Oshkosh	
	Richard Switzer, Little Chute	
	Tim Van Susteren, Holy Name	
	Lila Wertsch, St. Margaret Mary	
	Warren Wolf, Kimberly	
	Gery Farrell, Menasha	

SUGGESTED ART ACTIVITIES FOR CUTSIDE EXP

1. Draw impressions of noises with eyes closed
2. Field trips - drawing
3. Effect of light and shadow
4. Design elements--shapes, line textures
5. Texture studies
6. Line & repeat patterns (studies)
7. Architecture & building studies (bridge)
8. Landscaping problems
9. Tree stumps - design piece of furniture from particular stump
10. Perspective studies
11. Camoflauge building (out of available elements)
12. Time & motion studies (swings, playground equipment, etc.)
13. Colors of nature - variations of color in a familiar object
14. Draw objects from a different point of view
15. Photographic studies
16. Creative writing & dramatics
17. Detailed bi
18. Microscopic
19. Mathematics
20. Music & vis music show
21. Mobiles - u

WINTER - SEASON

1. Snow sculpt
2. Snowflake p
3. Black & whi photography
4. What's Happ (winter tre
5. Study ice f
6. Contrast of
7. Tree sculpt
8. Collage wit environment
9. Angels in t man-made sn
10. Leaves turn unnatural c (could be u color lesso

SUGGESTED ART ACTIVITIES FOR CUTSIDE EXPERIENCES

noises with eyes

g

shadow

pes, line textures

ns (studies)

ing studies (bridge)

piece of furniture
p

(out of available elements)

s (swings, playground equipment, etc.)

ariations of color

different point of

ramatics

17. Detailed biological drawings
18. Microscopic drawings
19. Mathematics - architecture
20. Music & visual expressions - slide, music show
21. Mobiles - using found objects.

WINTER - SEASONAL IDEAS

1. Snow sculptures
2. Snowflake patterns
3. Black & white (high contrast) photography
4. What's Happening Under The Snow (winter tree shapes)
5. Study ice formations
6. Contrast of winter colors
7. Tree sculptures (personifying)
8. Collage without harming environment
9. Angels in the snow or other man-made snow patterns
10. Leaves turning color in fall - unnatural colors for trees (could be used with a painting or color lesson)

REFERENCES

Films - General

Art and Perception: Learning to See, 16 3/4 min., color, ele

Art in Cur World, 11 min., color, Jr.-Sr. high

Art Discovered in Nature, 11 min., color, primary/elementary

Changing Art In a Changing World, 21 min., color, elementary/

Ideas for Art, 10 min., color, elementary

Look At That!, 10½ min., color, primary/elementary

Sources of Art, 11 min., color, elementary/Jr.-Sr. high
B. F. A. Educational Media, 2211 Michigan Avenue, Santa

May be available for rental from:
University of Wisconsin
Bureau of Audio-Visual Instruction
1327 University Avenue
Madison, Wisconsin 53701

Books - General (to be used in conjunction with episodes)

A Dictionary of Art Terms and Techniques, Mayer Ralph, Thomas
York, 1969.

The Art of Color and Design, Graves Maitland E., McGraw-Hill

Mayer, Ralph, The Artist's Handbook of Materials and Techniqu
New York.

Maurello S. Ralph, Commercial Art Techniques, Tudor Pub. Co.,

Menesini, Mario M., The Environmental School, Educational Con
Crinda, California, 1970.

REFERENCES

earning to See, 16 3/4 min., color, elementary/Jr.-Sr. high

in., color, Jr.-Sr. high

e, 11 min., color, primary/elementary

ing World, 21 min., color, elementary/Jr.-Sr. high

. color, elementary

., color, primary/elementary

., color, elementary/Jr.-Sr. high
al Media, 2211 Michigan Avenue, Santa Monica, Calif. 90404.

or rental from:
isconsin
-Visual Instruction
Avenue
in 53701

sed in conjunction with episodes)
ms and Techniques, Mayer Ralph, Thomas Y. Crowel Co., New

esign, Graves Maitland E., McGraw-Hill Book Co., New York.

t's Handbook of Materials and Techniques, 3rd ed., Viking Press,

ercial Art Techniques, Tudor Pub. Co., New York, 1952.

Environmental School, Educational Consulting Service,
70.

ESEA Title III - 59-70-0135-4 Project I-C-3

CONCEPT		
C O N C E P T	1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.	Discip Subjec Proble

BEHAVIORAL OBJECTIVES	SU
Cognitive: The student will analyze staged effects of the sun on animate and inanimate objects. Affective: The student will acquaint himself with the sequence of sun-centered activities.	I. Student-Centered i activity A. How does the sur things? 1. Example: shap 2. Students shou drawing in st particlar thi the sun. 3. Example: The of a snowflak wilting of a the growth o
Skills to be Learned Drawing 1. Pencil 2. Charcoal 3. Oil pastels Water colors could be used as an alternate activity	

n, the basic

is converted

nthesis into a

s can use for

Discipline Area Art

Subject Drawing

Problem Orientation Sun Energy Grade 7-8

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity A. How does the sun change things? 1. Example: shape - color 2. Students should do a drawing in stages of a particlar thing made by the sun. 3. Example: The melting of a snowflake, the wilting of a flower, the growth of a flower.	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additi
Publications:	
Audio-Visual: "Nature's Half Acre" #220 I-C-E RMC	
Community:	

Materials	Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Ar

Subject Gr

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: The student will organize his ideas about the sun to produce a unique communication. Affective: Students are willing to express personal feelings concerning their relationship to the sun.	I. Student-Centered in class activity A. Montage using the theme: "Sun is Happiness; Happiness is the Sun". 1. This montage could be done on a surface shaped like their favorite stylized sun.
Skills to be Learned Cut and paste Aesthetically combine pictures on a page to make a communication	

the basic

converted

esis into a

an use for

Discipline Area Art

Subject Graphics

Problem Orientation Sun Energy Grade 7-8

SUGGESTED LEARNING EXPERIENCES	
I. Student-Centered in class activity A. Montage using the theme: "Sun is Happiness; Happiness is the Sun". 1. This montage could be done on a surface shaped like their favorite styalized sun.	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggested Le
Publications: "Inside-outside art" (collage), J. C. Banks, Grade Teacher, p. 106-107, March '70 "Aspects of collage", W. Farnsworth, Arts & Activities, p. 36-39, Feb. '72 "Mixed Media Collage", J. Comins, School Arts, p. 10-11, Nov. '71 "Oops...its op!" (collage) L. DeWyngaert, School Arts, 71:8 April '72 "Scrap-paper caper", S. Kropa, Instructor, 81:73, May '72 "Shattered Shapes", A. Guga Arts & Activities, 71:22-4 April '72 "Art News", Kelly, Collage & color O. Waldman bibliography, 70 44-7 D '71 "Graphics", fiar game for the treasure seekers, S. Ogden, House B 113:22 D '71 "New wrinkle in print making - a wrinkle print", W. J. O'Donnell, Am. Artist, 35 52-3 N '71 "Just ink & print with fruit or vegetables", Sunset 147:152 N '71 " S. Gabliks Collages", L. Alloway, 214:604-5 May 8 '72 Audio-Visual: Community:	

terials	Continued and Additional Suggested Learning Experiences
lage), her, ctivities, Comins, Nov. '71) rts, ropa, '72 ga 2-4 e & color , the den, ing - O'Donnell, '1 nit or 152 N '71 . Alloway,	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area

Subject

Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LE
Cognitive: The student will devise a plan to create an object which reproduces the characteristics of the sun. Affective: The student believes in the importance of the sun.	I. Student-Centered in class activity A. Sun Machine 1. Students should creat through construction techniques, a machine that could take the place of the sun. 2. The sun machine must move, heat, light, et 3. Various media restric can be placed on the students.
Skills to be Learned Various construction techniques, depending upon the media used	

om the sun, the basic

l energy, is converted

t photosynthesis into a

ing things can use for
es.

Discipline Area Art

Subject Sculpture

Problem Orientation Essential Sunlight & its Qualities

Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
student will o create an produces the of the sun. student importance	I. Student-Centered in class activity A. Sun Machine 1. Students should create, through construction techniques, a machine that could take the place of the sun. 2. The sun machine must move, heat, light, etc. 3. Various media restrictions can be placed on the students.	II. Outside Resource and Community Activities A. Science teacher could be used as a resource person.
arned ction pending used		

Resource and Reference Materials	Continued and Additional Suggested
Publications: "Creative Uses of Scrap Materials", R. G. Lervie School Arts, p. 11, Feb. '70 "Invent a machine", M. A. Burke, Arts & Activities, p. 29, D. '69 "Sculpture can be fun", H. L. School Arts, 70:28-9 Oct. '70 "Making it in 3-D", E. Stern; School Arts, 71:10-13 O '71 Audio-Visual: "Our Mr. Sun", Bell Telephone Series Community:	

ıls	Continued and Additional Suggested Learning Experiences
ıls",	
';69	
)	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Art

Subject Sculpture

Problem Orientation Artisti from Na Object

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIE	
Cognitive: The student will recognize visual characteristics of the sun by creating a sun sculpture. Affective: The student will become conscious of visual characteristics of the sun. Skills to be learned Possibly paper mache construction attaching 3-D pieces	I. Student-Centered in class activity A. Relief Sculpture 1. An enclosed 2" box can be used as a base for the sculpture. The box represents the sun. 2. Student creates rays of the sun by attaching appendages of their own unique design.	II. Ou Com A.

e sun, the basic
rgy, is converted
tosynthesis into
things can use for

Discipline Area Art

Subject Sculpture

Problem Orientation Artistic Suggestions from Natural Objects

Grade 7-8

IVES	SUGGESTED LEARNING EXPERIENCES	
nt l he n nt s stics	I. Student-Centered in class activity A. Relief Sculpture 1. An enclosed 2" box can be used as a base for the sculpture. The box represents the sun. 2. Student creates rays of the sun by attaching appendages of their own unique design.	II. Outside Resource and Community Activities A. Before doing the project suggested, take a quick 15 minutes and walk outside to study the effects and range of the sun's rays.
ing		

Resource and Reference Materials	Continued and Additional Suggeste
Publications: "Childrens Sculpture", J. W. Burgner, School Arts, 71:42-4 O '71	
Audio-Visual: "Our Mr. Sun" - Bell Telephone Series	
Community:	

rials	Continued and Additional Suggested Learning Experiences
Burgner,	
Series	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.

Discipline Area Art

Subject Sculpt

Problem Orientation Nat Mat

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EX
Cognitive: The student will apply principles of telling time by the sun in the construction of a sun dial. Affective: The student will actively participate in a function of the sun.	I. Student-Centered in class activity A. Construct a sundial. 1. Sundials could be built of wood and paper mache. 2. It should be covered with a fiberglass resin so it can be used outside. 3. This could be a permanent contribution to the school.
Skills to be Learned Paper mache techniques Various construction techniques using 1. Wood 2. Nails, staples 3. Fiber board 3-D designs	

gy from the sun, the basic

of all energy, is converted

plant photosynthesis into a

l living things can use for

rocesses.

Discipline Area Art

Subject Sculpture

Problem Orientation Natural Art Materials Grade 7-8

ORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
The student will ciples of telling e sun in the on of a sun dial. : The student will articipate in a f the sun.	I. Student-Centered in class activity A. Construct a sundial. 1. Sundials could be built of wood and paper mache'. 2. It should be covered with a fiberglass resin so it can be used outside. 3. This could be a permanent contribution to the school.	II. Outside Resource and Community Activities A. Students should make some studeies of commercial sundials and how they are built and should also learn how to read a sundial so they understand the mechanics of it.

be Learned
e techniques
nstruction
es using

, staples
board
ns

Resource and Reference Materials	Continued and Additional Su
Publications: "Paper mache bowls and boxes", S. Grasezow, School Arts, 71:26 March '72 "All the way with paper maché" Arts & Activities, 68:10-12 Dec. '72 Audio-Visual: Community:	

e Materials	Continued and Additional Suggested Learning Experiences
boxes", Arts, r maché" 3:10-12	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	1. Energy from the sun, the basic source of all energy, is converted through plant photosynthesis into a form all living things can use for life processes.	Discipline Area Art Subject Stitchery, Mos Problem Orientation Sun Designs

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIE	
Cognitive: Through the following projects the student will interpret images of the sun. Affective: The student will acquaint himself with different ways in which the sun can be illustrated. Skills to be Learned Creative stitchery Tile mosaic techniques Paper mache' techniques Batik techniques	I. Student-Centered in class activity A. Sun stitchery 1. Students use creative stitchery techniques to make sun designs on burlap or felt. B. Tile mosaic 1. Use small tiles to create a mosaic of the sun. C. Paper mache sun 1. Pizza cardboards could be used as a base form. 2. Students construct a facial structure with appendages. D. Batik 1. Sun design done on fabric with melted wax. 2. Fabric is then dyed. Areas waxed will not receive dye. 3. Remove wax.	II. Outside Communit A. Use s graph sun a for i stimu B. Stude the A Sun C

sun, the basic

y, is converted

synthesis into a

ngs can use for

Discipline Area Art

Subject Stitchery, Mosaic, Paper Mache' Batik

Problem Orientation Sun Designs Grade 7-8

VES	SUGGESTED LEARNING EXPERIENCES	
	I. Student-Centered in class activity A. Sun stitchery 1. Students use creative stitchery techniques to make sun designs on burlap or felt. B. Tile mosaic 1. Use small tiles to create a mosaic of the sun. C. Paper mache sun 1. Pizza cardboards could be used as a base form. 2. Students construct a facial structure with appendages. D. Batik 1. Sun design done on fabric with melted wax. 2. Fabric is then dyed. Areas waxed will not receive dye. 3. Remove wax.	II. Outside Resource and Community Activities A. Use student photographs/slides of the sun and its effects for introduction or stimulus. B. Students can research the Aztec Indian Sun Gods.

Resource and Reference Materials	Continued and Additional Su
Publications: "Sunbursts and papier-mache", D. De La Rosa and D. D. Ebert, School Arts, p. 6-7, June '71 "Batik as a paining technique", A. G. Webb, il., School Arts, 68:6-8 May '69 "Stencil and Stitch", E. Malcolm, Instructor, p. 84, Nov. '71 "At four and a half:Batik", L. F. Turggs, Instructor, 81:77 April '72 "Batik", J. Dobson, School Arts, 71:16-17 June '72 "Batik with Cold Dyes", J. L. Fonirlle, School Arts, 71:60, March '72 "From Cover to Classroom; Batik", D. Bloom, Instructor, 81:76 April '72 "Paper-mache bowls and boxes", S. Grasezow, School Arts, 71:26, March '72 "Add action to your papier-mache", E. Madsen, School Arts, 70:14-15 O '70 "All the way with papier mache", P. T. Danielson, Arts & Activities, 68:10-12 Dec. '72 "Mosiacs: Tiles & Beans", Instructor, 79:93 June '70 "Torn Tissue Becomes Tradition", School Arts, 70:19 Dec. '70 "Floor Tile Mosaics", School Arts 70:14-15 Jan. '71 Audio-Visual: Batik Rediscovered, BAVI (cont.)	A.-V. (cont.) Mosaics for Schools, also available from Community:

ence Materials	Continued and Additional Suggested Learning Experiences
er-maché", D. D. Ebert, -7, June '71 technique", School Arts,	A.-V. (cont.) Mosaics for Schools, B.F.A. also available from U. of Wis.
", E. Malcolm, , Nov. '71 :Batik", tructor,	Community:
School Arts,	
es", J. L. Arts,	
sroom; Batik", tor, 81:76	
and boxes", ol Arts,	
papier-maché", Arts,	
apier maché", Arts & Activities,	
eans", Instructor,	
s Tradition", 9 Dec. '70 ", School Arts	
BAVI (cont.)	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Area Ar

Subject Sc

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNIN
Cognitive: The student will be able to transform parts of his environment into different forms which can improve or perhaps not improve his environment. Affective: Understanding the process of forming familiar art materials. Considering the role these materials play in the total environment. Realizing the artist manipulates his environment and is part of its ecosystem.	I. Student-Centered in class activity A. Creating a sculptural piece to promote the students' understanding of "ecosystem". 1. Have students select one of the following (metal, ceramics, paper, plaster). Ask student to trace existence in the art room back to its origin - how many stages of transformation has the material been subjected to? How does this fit in to your understanding of an ecosystem? 2. Now the student will continue the process of transformation by carving or building a sculptural piece with his medium. 3. Have the student evaluate how his finished sculpture will further affect his environment and the balance of the ecosystem he lives in. Has he created a sculpture which is useful? aesthetic? for man's use or for nature's use. If it is for man's
Skills to be Learned Modeling Carving Assemblage (fitting parts in an aesthetically pleasing way)	

nteract among
ronment,
called an

Discipline Area Art

Subject Sculpture

Problem Orientation Man - Changing an Ecosystem

Grade 7-8

	SUGGESTED LEARNING EXPERIENCES	
11 - ve he g	I. Student-Centered in class activity A. Creating a sculptural piece to promote the students' understanding of "ecosystem". 1. Have students select one of the following (metal, ceramics, paper, plaster). Ask student to trace existence in the art room back to its origin - how many stages of transformation has the material been subjected to? How does this fit in to your understanding of an ecosystem? 2. Now the student will continue the process of transformation by carving or building a sculptural piece with his medium. 3. Have the student evaluate how his finished sculpture will further affect his environment and the balance of the ecosystem he lives in. Has he created a sculpture which is useful? aesthetic? for man's use or for nature's use. If it is for man's	II. Outside Resource and Community Activities A. Visit a foundry, potter's shop, paper mill, newspaper publisher, etc. (Become aware of familiar materials as they are made or used before entering the art room or how art affects one's environment after it is made.

Resource and Reference Materials	Continued and Additional Sug
Publications: "Wood Sculpture About Ecology" School Arts, April, 1972, p. 34 "Paper To Amaze", Instructor, 81:73, April 1972. "Clay Is Fun", R. A. Yoder, School Arts, p. 20-21, October, 1971. "Making It in 3-D" E. Stein, School Arts, 71:10-13, Oct. 1971 "Free Form Sculpture", G. Phillips, Art & Activities, 69:20, Feb., 1971 Sculpture Can Be Fun," H. Lutjens, School Arts, 70:28-9, Oct., 1970 "Varieties of Plaster", R. E. Ciscell, Art & Activities, 69:18-20 April, 1971 "Ecological Ceramic", C. Herpie, Art & Activities, 69:29-31, March, 1971 "Ceramics-Rock Shaped Pieces", H. S. Thomas, Instructor, 79:89 June, 1970 "It Just Happened-Clay Modeling", H. C. Warburton, Arts & Activities, 69:22-4, March, 1971 "Children's Sculpture", J. W. Burgner, School Arts, 71:42-4, October, 1971 Audio-Visual: "Scrap of Paper and a Piece of String", film, Brown County Library Community:	I. (Cont.) 3. (Cont.) use, how might it af parts of the environ using it? Stimulate questions such as th

ials	Continued and Additional Suggested Learning Experiences
gy" 34 r, er, 1971 hillips, ., 1971 utjens, 1970 E. 9:18-20 rpie, s", :89 ling", vities, W. Burgner, r, 1971 of String",	I. (Cont.) 3. (Cont.) use, how might it affect animal or other natural parts of the environment as a result of man using it? Stimulate the students thinking with questions such as these.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

2. All living organisms interact among themselves and their environment, forming an intricate unit called an ecosystem.

Discipline Are

Subject

Problem Orient

BEHAVIORAL OBJECTIVES	SUGGESTED I
Cognitive: The student will illustrate his knowledge of forest life by drawing a picture showing the many natural forms which comprise a forest. Affective: The student will have greater awareness of the forest ecosystem.	I. Student-Centered in class activity A. Chalk (pastel) drawing depicting the elements a forest ecosystem. Such elements might be: brush growing trees mature trees dead trees fallen trees variety of tree specie animals insects water - creeks sky sunlight and shadows
Skills to be Learned Use of chalk Ability to show proper forms of trees, animals Light, dark, perspective	

ms interact among
environment,
unit called an

Discipline Area Art

Subject Chalk Drawing

Problem Orientation Ecosystem of a forest Grade 7-8

VES	SUGGESTED LEARNING EXPERIENCES	
will ge of a ny mprise : will of the : forms ive	I. Student-Centered in class activity A. Chalk (pastel) drawing depicting the elements of a forest ecosystem. Such elements might be: brush growing trees mature trees dead trees fallen trees variety of tree species animals insects water - creeks sky sunlight and shadows	II. Outside Resource and Community Activities A. Walk through forest or nature trail.

Resource and Reference Materials	Continued and Additional Suggested
Publications: "Learning to see on a look walk", G. J. Alkema, Arts and Activities, 63:32-5 Jr. 1968	
Audio-Visual: "Environmental Awareness - Forest", I-C-E RMC, Kit 16 One Day at Teton Marsh, I-C-E RMC, Film 200 Ecology- The Game of Man and Nature, I-C-E RMC, Game No. 2	
Community:	

	Continued and Additional Suggested Learning Experiences
", 3, st", MC, ture,	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT		
C O N C E P T	2. All living organisms interact among themsleves and their environment, forming an intricate unit called an ecosystem.	Discipline Area Subject Problem Crientati

BEHAVIORAL OBJECTIVES	SUGGESTED LEARN
Cognitive: The student will realistically depict parts (or the entirety) of a dandelion in various stages of its life cycle--leaves, bud, flower, flower as it withers, seeds, petals, etc. Affective: The student will be more aware of the plant's appearance in various stages of its growth. The student will become aware of the parts of a plant and the function of these parts. Skills to be Learned Use and care of pen and nibs or brushes Use of India ink to create various linear effects Develop manual skills of using the materials Develop mental & physical ability to depict recognizably what one sees--employs ability to produce 3-D on 2-D paper surface.	I. Student-Centered in class activity A. India Ink drawings of vari stages in the life of a fl dandelion or any easily ac sible plant (discussion of cycles.) B. The student will also dra various parts of the flowe or plant (stem, leaves, ro petals, seeds, etc.) (Discussion of functions o the parts). C. Possible expansion of this activity would be to compl a notebook of drawings de- picting flowers found at t schoolyard, at the student home, or in his community

nisms interact among

ir environment,

te unit called an

Discipline Area Art

Subject India Ink Drawing

Problem Orientation Ecosystems: Life Cycles Grade 7-8

TIVES	SUGGESTED LEARNING EXPERIENCES	
nt will parts a stages eaves, as it ls, etc. ent will plant's s stages tudent the the rts.	I. Student-Centered in class activity A. India Ink drawings of various stages in the life of a flower, dandelion or any easily accessible plant (discussion of life cycles.) B. The student will also draw various parts of the flower or plant (stem, leaves, root, petals, seeds, etc.) (Discussion of functions of the parts). C. Possible expansion of this activity would be to complete a notebook of drawings depicting flowers found at the schoolyard, at the student's home, or in his community.	II. Cutside Resource and Community Activities A. Botonist as a guest speaker or tour guide through garden, field, or forest, nature center.
and create ts ls of ysical cognizably ys ability D paper		

Resource and Reference Materials	Continued and Additional Sug
Publications: "Drawing with Mixed Media", M. B. Bowman, School Arts, 71:14-15 November, 1971	
Audio-Visual:	
Community: Walk along nature trails, botanical gardens or other areas in which plants are growing in abundance	

aterials	Continued and Additional Suggested Learning Experiences
ia", 71:14-15	
s, areas in n abundance	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each envrionment has a carrying capacity.	Discipline Area Subject Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LEA
Cognitive: Students shall be able to relate carrying capacity to population. Affective: Student attempts to identify spacial relationships. Skills to be Learned Design Space relationships	I. Student-Centered in class activity A. Have students do two contrasting designs 1. Give them a very limited space and restrict the content 2. Give them unlimited space and restricted content.

al factors

the numbers of

g within their

, each envrionment

capacity.

Discipline Area Art

Subject Design

Problem Orientation Carry Capacity Grade 7-8

ECTIVES	SUGGESTED LEARNING EXPERIENCES	
shall rrying on. attempts relation-	I. Student-Centered in class activity A. Have students do two contrasting designs 1. Give them a very limited space and restrict the content. 2. Give them unlimited space and restricted content.	II. Outside Resource and Community Activities A. Invite a local city planner to explain planning in relation to the available space of the city.

Resource and Reference Materials	Continued and Additional Sug
Publications: "The Art of Color and Design", 2nd ed. McGraw-Hill Book Co. New York and London, 1951 "Increased Awareness of Our Environment; Map Project" M. F. Wright, School Arts,, p. 36-7 March '72 Audio-Visual: Community:	

rials	Continued and Additional Suggested Learning Experiences
n",	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	3. Envirormental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.
	Disc
	Subj
	Prob

BEHAVIORAL OBJECTIVES	
Cognitive: The student should be able to design a linear composition according to available resource. Affective: Students comply with defined resource limitation. Skills to be Learned Linear design.	I. Student-Cente activity A. Give each of white t one fine f He must us supply of a linear d

ntal factors are limiting

s of organisms living

nfluence, thus, each

as a carrying capacity.

Discipline Area Art

Subject Linear Design

Problem Orientation Carrying Capacity Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
student o design ition ilable nts comply ource arned	I. Student-Centered in class activity A. Give each student a piece of white tagboard and one fine felt tip pen. He must use complete ink supply of pen while creating a linear design on board.	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Addition
Publications: "Right On" Sylvia Diamond, School Arts, April '72 p. 40 "Going For a Walk With a Line" by Douglas & Elizabeth Mac Agy Audio-Visual: Community:	

Continued and Additional Suggested Learning Experiences

CONCEPT	3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.	Discipline Are Subject Problem Orient

BEHAVIORAL OBJECTIVES	SUGGESTED L
Cognitive: The student devises solution to a problem of overuse. Affective: Students form judgments directed toward overuse in our society.	I. Student-Centered in class activity A. Invent and build someth to take the place of so things we have too much Examples: automobiles replaced by sidewalks, tube transpo or monorail system, etc
Skills to be Learned Sculpture Using different media	

ental factors are limiting
ers of organisms living
r influence, thus, each
has a carrying capacity.

Discipline Area Art

Subject Sculpture

Problem Orientation Carrying Capacity Grade 7-8

L OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
he student ion to a problem tudents form ected toward r society.	I. Student-Centered in class activity A. Invent and build something to take the place of some things we have too much of. Examples: automobiles replaced by electric sidewalks, tube transportation, or monorail system, etc.	II. Outside Resource and Community Activities A. Study science fiction environments and discuss how they replace many things in our environment.
earned ent media		

Resource and Reference Materials	Continued and Additional Suggest
Publications: "Invent a Machine", M. A. Burke, Arts and Activities, p. 29, December, 1969 "Creative Use of Scrap Materials", R. G. Lervie, School Arts, 69:11, February, 1970 "Children's Sculpture", J. W. Burgner, School Arts, 71:42-4, October, 1971 "Making it in 3-D", E. Stein, School Arts, 71:10-13, October, 1971 Audio-Visual: "Using Community Resources", film 240, I-C-E RMC Community:	

als	Continued and Additional Suggested Learning Experiences
rke, ember, als", 1, Burgner, 1971 1971 Film	

C O N C E P T	3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.	Discipline Are Subject Problem Orient

BEHAVIORAL OBJECTIVES	SUGGESTED
Cognitive: The student shall be able to recognize difference between good and bad composition. Affective: Students appreciate aesthetics of good composition. Skills to be Learned Discussion skills Composition principles	I. Student-Centered in cla activity A. Discuss balanced composition 1. Show two pictures One of a balanced composition and o of an unbalanced composition. Ask the students whic looks balanced & which looks unbal 2. What makes a pict look balanced? 3. Can you have a ba anced picture wit just one object?

tal factors are limiting

of organisms living Discipline Area Art

nfluence, thus, Subject Composition

nt has a carrying Problem Orientation Carrying Capacity Grade 7-8

ECTIVES	SUGGESTED LEARNING EXPERIENCES	
ent cognize good . s cs of	I. Student-Centered in class activity A. Discuss balanced composition 1. Show two pictures. One of a balanced composition and one of an unbalanced composition. Ask the students which looks balanced & which looks unbalanced. 2. What makes a picture look balanced? 3. Can you have a balanced picture with just one object?	II. Outside Resource and Community Activities A. Invite a photographer to explain composition in photography.
d les		

Resource and Reference Materials	Continued and Ad
Publications: "Learning to see on a looking walk", C. J. Alkema, il. Arts and Activities, 63:32-5, June, 1968 "Magic Cardboard Window" frames. Help children see pictures before they draw, S. M. Larue, il. Arts and Activities, 64:19-20, September, 1968 Audio-Visual: Discovering Composition in Art, B. F. A. BAVI Community:	

terials	Continued and Additional Suggested Learning Experiences
ooking Arts and , 1968 frames. es before l. Arts ,	
in Art,	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 3. Environmental factors are limiting on the numbers of organisms living within their influence, thus, each environment has a carrying capacity.

Discipline Area Art

Subject Dra

Problem Crientation C

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The student will be able to recognize through the project how overuse of forms creates an unpleasant effect on the environment. Affective: Students form judgments directed toward overuse in our society. Skills to be Learned Personification Drawing Papier mache Cut paper problems	I. Student-Centered in class activity A. Personify billboards, houses, etc. in drawings and through papier mache or cut paper figures.

tal factors are limiting

s of organisms living

influence, thus, each

as a carrying capacity.

Discipline Area Art

Subject Drawing/Paper Mache

Problem Orientation Carrying Capacity Grade 7-8

BJECTIVES	SUGGESTED LEARNING EXPERIENCES	
student recognize ect how creates an t on the nts form ed toward over- ty.	I. Student-Centered in class activity A. Personify billboards, houses, etc. in drawings and through papier mache or cut paper figures.	II. Outside Resource and Community Activities A. Take a field trip to look at billboards and houses that are alike.
rned		
ers		

Resource and Reference Materials	Continued and Additiona
Publications: "Papier Mache Bowls & Boxes", S. Grasezow, School Arts, 41:26, March, 1972 "Scrap Paper Caper", S. Kropa, Instructor, 81:73, May, 1972 "Architecture for Young Beginners" J. Bodor, il.Arts and Activities, 64:10-15, October, 1968 Our Man Made Environment, Book 7, I-C-E RMC "Environment: Children Explore Their School, their community, their values", C. E. Knapp, Instructor, 81:62-4, January 1962-February 1972. "Papercrafts and Mobiles", R. Perlmutter, Teaching Exceptional Children, p. 134-41, Spring, 1972 "Create Creativity; Designing a Victorian House using Balsa Wood," R. Guthrie, School Arts, p. 28-30, September, 1971 "Add action to your papier mache", School Arts, 70:14-15, October, 1970 "Torn Tissue Becomes Tradition", School Arts, 70:19, December 1970 Audio-Visual: "People of a City", film, public library Community:	

nce Materials	Continued and Additional Suggested Learning Experiences
& Boxes", S. , 41:26, March, , S. Kropa, v, 1972 oung Beginners" Activities, o8 nment, Book 7, ren Explore ommunity, Knapp, Instructor, -February 1972. biles", R. Exceptional Spring, 1972 Designing a Balsa Wood," ts, p. 28-30, papier mache", , October, 1970 s Tradition", ecember 1970 film,	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

4. An adequate supply of pure water is essential for life.

Discipline Area

Subject

Problem Orientat

BEHAVIORAL OBJECTIVES	SUGGESTED LEA
Cognitive: The student will be able to comprehend the significance of water for the production of texture. Affective: Student should become alert to the needs of water for forming texture.	I. Student-Centered in class activity A. Study texture 1. Study of texture of things which need wate 2. Discuss what they woul be like with and witho water. 3. Children should then rubbings. Collect fro students and do a lar collage of the many textures.
Skills to be Learned Discussion Rubbing Collage	

of pure

r life.

Discipline Area Art

Subject Texture study

Problem Orientation Clear Water Grade 7-8

ES	SUGGESTED LEARNING EXPERIENCES	
end er uld ds of re.	I. Student-Centered in class activity A. Study texture 1. Study of texture of things which need water. 2. Discuss what they would be like with and without water. 3. Children should then do rubbings. Collect from students and do a large collage of the many textures.	II. Outside Resource and Community Activities A. Start aquarium. Let it become group-constructed. Observe the textures.

Resource and Reference Materials	Continued and Additional Sugg
Publications: "Face up with Texture - Mask Designs" C. C. Albrutz, Instructor, 80:116 "Inside, Outside Art (Collage)" J. C. Banks, Grade Teacher, 1970, 87:106-7, March, 1970 Audio-Visual: The Aquarium: Classroom Science, B.F.A. BAVI Community:	

rials	Continued and Additional Suggested Learning Experiences
k uctor, ge)" 970, ence,	

CONCEPT	4. An adequate supply of pure water is essential for life.	Discipline Area Subject Problem Orienta

BEHAVIORAL OBJECTIVES	SUGGESTED LE
Cognitive: The student will devise a way to transform his audio impressions into a visual form. Affective: Student becomes aware of water's interaction on the senses.	I. Student-Centered in class activity A. Illustrate audio impress of the sea. 1. Listen to records suc Ebb Tide, The Sea 2. Guide the student to what they hear. Materials: color medi
Skills to be Learned Use of color (water colors) Awareness Illustration	

e supply of pure

ntial for life.

Discipline Area Art

Subject Audio impressions of the sea

Problem Orientation Water Supply Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
student ay to transform ssions into dent becomes interaction	I. Student-Centered in class activity A. Illustrate audio impressions of the sea. 1. Listen to records such as: Ebb Tide, The Sea 2. Guide the student to draw what they hear. Materials: color media	II. Outside Resource and Community Activities A. Take a walk to a body of water; listen to the sounds of the water's movement. B. Discuss their impressions of the water as to what they hear.
rned /ater colors)		

Resource and Reference Materials	Continued and Additional Suggest
Publications:	
Audio-Visual: Records: Ebb Tide The Sea	
Community:	

Continued and Additional Suggested Learning Experiences

CONCEPT		
C O N C E P T	4. An adequate supply of pure water is essential for life.	D S P

BEHAVIORAL OBJECTIVES	
Cognitive: Students shall be able to illustrate the effect of deprivation of water upon the human body. Affective: Students shall become alert to the importance of water for the human body.	I. Student-Cent activity A. Students s impression prived of B. An apple c and carved a human fa apple in v and watch the soluti
Skills to be Learned Drawing Experimenting Carving	

adequate supply of pure

is essential for life.

Discipline Area Art

Subject Illustrations

Problem Orientation Clear Water Grade 7-8

AVIORAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
ve: Students shall to illustrate the of deprivation of pon the human body. ve: Students shall alert to the impor- f water for the human	I. Student-Centered in class activity A. Students shall draw an impression of a human deprived of water. B. An apple could be pealed and carved to look like a human face. Dip the apple in vinegar and salt, and watch the effect of the solution on it.	II. Outside Resource and Community Activities
to be Learned g menting g		

Resource and Reference Materials	Continued and Additional
Publications:	
Audio-Visual: Films: "Waters Around Us" "Water for Farm and City" Both available from BAVI	
Community:	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

C 5. An adequate supply of clean air is
C
N essential because most organisms
C
E depend on oxygen, through respiration,
P
T to release the energy in their food.

Discipline Area Art

Subject Air pol

Problem Orientation Clean

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING EXP
Cognitive: Student would be able to predict the consequences of limited air supply. Affective: The student assumes the responsibility of creating a solution for polluted air.	I. Student-Centered in class activity A. Discuss what will eventually happen if the air becomes so polluted we can't breathe. 1. How will man have to adapt? 2. Will he use his technical ability to help him adapt? B. Construct a papier mache head mask that man may have to devise to help him survive in a polluted environment.
Skills to be Learned Discussion Construction Papier mache	

II.

ean air is

anisms

espiration,

eir food.

Discipline Area Art

Subject Air pollution head mask

Problem Orientation Clean Air Grade 7-8

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Discuss what will eventually happen if the air becomes so polluted we can't breathe.
      1. How will man have to adapt?
      2. Will he use his technical ability to help him adapt?
   B. Construct a papier mache head mask that man may have to devise to help him survive in a polluted environment.

II. Outside Resource and Community Activities
   A. Find an extremely polluted area. Get student reaction to the smell and effect on one's eyes and throat.

Resource and Reference Materials	Continued and Additional S
Publications: "Papier Mache Bowls & Boxes", S. Grasezow, School Arts, 71:26 March, 1972. "Pie Plate Masks", M. Shaw, Arts & Activities, p. 30-32, Sept. 1970 "Paper Bag Figures", J. Heath, School Arts, p. 48, April, 1972 "Mask Making For Minors", B. G. Oettel, School Arts, 68:24-5, November, 1968 "Add Action to Your Papier-Mache", E. Madsen, School Arts, 70:14-15, October, 1970 "All the Way with Papier-Mache", P. T. Danielson, Arts & Activities, 68:10-12, December, 1972 "Masks and Mask Makers", Kari Hunt. Audio-Visual: Smog--The Air Pollution Game, SG 1, I-C-E RMC Masks, B.F.A. BAVI Community:	

ls	Continued and Additional Suggested Learning Experiences
6 rts 1970 , 2 G. che", 15, e", ties,	

CONCEPT	5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.	Discipline Area Subject Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LEAR
Cognitive: Through discussion and project, the student will be able to illustrate that pollution can affect color. Affective: The student attempts to identify characteristics of impressionistic painting.	I. Student-Centered in cla activity A. Discuss what effects has on color in our environment. 1. Does polluted air light intensity? 2. Discuss the theory the impressionists B. Do an impressionistic painting of an enviro mental concern.
Skills to be Learned Discussion Painting	

e supply of clean air Discipline Area Art

ecause most organisms Subject Air - Light - Color - Painting

gen, through respiration, Problem Orientation Clean Air Grade 7-8

e energy in their food.

BJECTIVES	SUGGESTED LEARNING EXPERIENCES	
gh discussion student will trate that fect color. tudent tify char- mpressionistic	I. Student-Centered in class activity A. Discuss what effects light has on color in our environment. 1. Does polluted air change light intensity? 2. Discuss the theory of the impressionists. B. Do an impressionistic painting of an environmental concern.	II. Outside Resource and Community Activities A. Student report to the class on impressionistic paintings & include examples.
rned		

Resource and Reference Materials	Continued and Additional Suggested Lear
Publications: "Impressionism", 30 Artist Jr. Magazines, I-C-E RMC A Dictionary of Art Terms & Techniques:Mayer, Ralph, Thomas Y. Crowel Co., New York, 1969 Graves, Maitlande, The Art of Color and Design, McGraw Hill Book Co., New York & London, 1965 Audio-Visual: Film: Impressionism, B.F.A BAVI Game: Smog - The Air Pollution Game I-C-E RMC Community:	

nued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.

Discipline Art

Subject Photo-mon

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: Through the activity the student translates his knowledge into a visual statement of pollution. Affective: The student deliberately examines a variety of air pollutants.	I. Student-Centered in class activity A. Discuss what pollutes the air. B. Make a photo-montage to illustrate these things.
Skills to be Learned Discussion Collecting Constructing	

clean air is

rganisms

h respiration,

their food.

Discipline Art

Subject Photo-montage

Problem Orientation Clean Air Grade 7-8

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Discuss what pollutes the air.
   B. Make a photo-montage to illustrate these things.

II. Outside Resource and Community Activities
   A. Collect pictures of objects that pollute the air.

Resource and Reference Materials	Continued and Additi
Publications: "Photomontage: the juxtaposing of images", D. Cyr, Arts & Activities p. 26-29, Jan. '70 "Handmade Slides: Whetstone for perceptual acuity", E. Scott, Arts & Activities, p. 30-31 April '72	
Audio-Visual: Simulation Game: Smog - The Air Pollution Game, I-C-E RMC	
Community:	

s	Continued and Additional Suggested Learning Experiences
f ties	

CONCEPT	5. An adequate supply of clean air is essential because most organisms depend on oxygen, through respiration, to release the energy in their food.
	Discipline Area
	Subject
	Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: The student will be able to differentiate between light and dark colors and how they are made. Affective: The student will develop understanding of color and the environment.	I. Student-Centered in class activity A. Discuss what makes a colo dull. B. Paint a value scale showi what effect black has on color. C. What effect white has on color. D. Reach to role of color i creating a pleasing environment.
Skills to be Learned Painting Discussion	

ean air is Discipline Area Art

nisms Subject Air - Dark & Light

espiration, Problem Orientation Clean Air Grade 7-8

eir food.

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Discuss what makes a color dull.
   B. Paint a value scale showing what effect black has on a color.
   C. What effect white has on a color.
   D. Reach to role of color in creating a pleasing environment.

II. Outside Resource and Community Activities
   A. Students could react to the degrees of grey in the sky.

Resource and Reference Materials	Continued and Additional
Publications: Audio-Visual: Environmental Awareness - Color I-C-E RMC Discovering Color, B.F.A BAVI Simulation Game: Smog - The Air Pollution Game I-C-E RMC Community:	

s	Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline Area Art

Subject Cha

Problem Orientation D

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: Through use of the sensory approach to art, the student will be able to do a charcoal drawing of a tree which will include all of its reused characteristics. Affective: The student will become sensitive to visual characteristics of trees.	I. Student-Centered in class activity A. Before starting lesson, have students draw a tree to be compared with their fully sensed tree. To establish a sensitivity between a child and his environment, in this case a tree, one must include tree essential senses, visual, auditory and sense. 1. Establish what is known about the subject. a. What colors are trees? b. How many shapes of leaves can you think of? c. What sounds do leaves make? d. How many types or textures of bark can you think of? 2. Let students examine actual trees. 3. Discuss and list these on a chart. Ask some questions as before to see if student have made some visual discoveries. 4. Now draw a tree. (cont.)
Skills to be Learned Basic charcoal drawing techniques	

esources are not equally

over the earth or over

eatly affect the

onditions and quality of life.

Discipline Area Art

Subject Charcoal Drawing

Problem Orientation Resource Distribution

Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
ough use of proach to at will be harcoal ree which ll of its eristics. student nsitive to eristics	I. Student-Centered in class activity A. Before starting lesson, have students draw a tree to be compared with their fully sensed tree. To establish a sensitivity between a child and his environment, in this case a tree, one must include tree essential senses, visual, auditory and sense. 1. Establish what is known about the subject. a. What colors are trees? b. How many shapes of leaves can you think of? c. What sounds do leaves make? d. How many types or textures of bark can you think of? 2. Let students examine actual trees. 3. Discuss and list these on a chart. Ask some questions as before to see if students have made some visual discoveries. 4. Now draw a tree. (cont.)	II. Outside Resource and Community Activities A. Science teacher may want to dovetail art in other plant, animal or physical studies.
arned drawing		

Resource and Reference Materials	Continued and Additional Sugges
Publications: "A Tree is a Tree", Arts & Activities, Oct. '71 "Art interprets nature", Arts & Activities, April '71 "Blow up", School Arts, Nov. '69 Audio-Visual: Community:	I. (cont.) B. This basic sensory approa any subject you might wan become familiar with.

Continued and Additional Suggested Learning Experiences

I. (cont.)

B. This basic sensory approach could be used with any subject you might want your students to become familiar with.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.

Discipline Area

Subject

Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LE
Cognitive: The student will be able to create a pleasing piece of body ornamentation utilizing good color and shape relations. Affective: The student will acquaint himself with availability of natural materials for jewelry design.	I. Student-Centered in class activity A. Show and discuss the co and shape filmstrip, "T Art of Seeing". Have th students brainstorm for minutes about all the c and shapes they see in classroom. B. Discuss use of natural materials in jewelry de 1. Demonstrate basic en skills. 2. Have students design execute a piece of b ornamentation (neckl ring, bracelet, broa cufflinks, etc.) uti both wood and copper the design. 3. Discuss what determi cost of materials us jewelry.
Skills to be Learned Basic metal and wood working and enameling techniques Basic color statements The use of the four basic shapes in design	

s are not equally	Discipline Area	Art
e earth or over	Subject	Copper Enameling
fect the	Problem Orientation	Resource Distribution
ns and quality of life.		Grade 7-8

VES	SUGGESTED LEARNING EXPERIENCES	
will easing ation nd	I. Student-Centered in class activity A. Show and discuss the color and shape filmstrip, "The Art of Seeing". Have the students brainstorm for 15 minutes about all the colors and shapes they see in the classroom. B. Discuss use of natural materials in jewelry design. 1. Demonstrate basic enameling skills. 2. Have students design and execute a piece of body ornamentation (necklace, ring, bracelet, broach, cufflinks, etc.) utilizing both wood and copper in the design. 3. Discuss what determines the cost of materials used in jewelry.	II. Outside Resource and Community Activities
will lesign.		
n		

Resource and Reference Materials	Continued and Additional
Publications: "Copper foil jewelry", School Arts, Jan. '72 "Electronic foil jewelry", School Arts, Jan. '72 "Paper beads and suede lace", Arts and Activities, Feb. '70 "Jewelry to shoot for", School Arts, Jan. '70 "Sew your seeds", Arts & Activities, Sept. '70	
Audio-Visual: The Art of Seeing (Shapes), color, Warren Schloat Pro. Inc.	
Community:	

s	Continued and Additional Suggested Learning Experiences
ts, l	
ies,	
r,	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.	Discipline A Subject Problem Orie

BEHAVIORAL OBJECTIVES	SUGGEST
Cognitive: The student will be able to construct, using simple macrame' knots, a design utilizing natural materials such as hemp or jute cord. Affective: The student shows awareness of aesthetic qualities of various materials from nature.	I. Student-Centered in activity A. Discuss the movem rebirth of "retur nature" and the u natural, simple m in one's life bec the complex artif world we now live B. Students may brai for 20 minutes an how many items th come up with that been redesigned a out of simple nat materials. Ex. Le belts are made of rope, hemp, etc. C. Students research of macrame' and c its simplicity in projects. 1. Demonstrate ma techniques. 2. The student th choose to make headband, choke band, etc. usi learned techni
Skills to be Learned The basic knots of macrame' The basic macrame' processes	

ıre not equally	Discipline Area	Art
arth or over	Subject	Macrame' (Crafts)
ct the	Problem Orientation	Resource Distribution — Grade 7-8

and quality of life.

S	SUGGESTED LEARNING EXPERIENCES	
ill ing r etic erials	I. Student-Centered in class activity A. Discuss the movement of rebirth of "returning to nature" and the use of natural, simple materials in one's life because of the complex artificial world we now live in. B. Students may brainstorm for 20 minutes and see how many items they can come up with that have been redesigned and made out of simple natural materials. Ex. Leather belts are made of jute, rope, hemp, etc. C. Students research origin of macrame' and can relate its simplicity in their projects. 1. Demonstrate macrame' techniques. 2. The student then can choose to make a belt, headband, choker, watch-band, etc. using this learned technique.	II. Outside Resource and Community Activities A. Have a "back to nature style person" come in and speak to your class. Ex. Naturalist, camp director, natural resource specialist, botanist, etc.
sses		

Resource and Reference Materials	Continued and Additiona
Publications: Meilach, Donaz, Macrame' Creative Design In Knotting, New York Crown Pub. Co. "Macrame' made mod", Arts & Activities, June '71 "Jr. High Macrame' Makers", M. T. Thomas, Design, 73:32-3 Spring '72. Audio-Visual: Community:	

Materials	Continued and Additional Suggested Learning Experiences
' Creative w York Crown ts & rs", 73:32-3	

CONCEPT	6. Natural resources are not equally distributed over the earth or over time and greatly affect the geographic conditions and quality of life.	Discipline Area Art Subject Sculpt R Problem Orientation Dis

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E
Cognitive: The student will combine the natural free form shape of branches and paper mache' to create an abstract sculpture. Affective: The student will understand world wide sculptural differences due to resource availability. Skills to be Learned Learn basic paper mache' techniques	I. Student-Centered in class activity A. Discuss modern sculpture. 1. Show filmstrip listed on back. 2. Take questions from there to lead off discussion. B. Demonstrate, and discuss paper mache' techniques. 1. Each student is to bring in a tree branch which is fastened to a base, either nailed or set in a can filled with sand. 2. Using the learned paper mache' techniques, create a new shape from the tree branch. 3. To finish the sculpture, paint it anywhere from one solid color to multi-hued effect. C. Form paper mache' masks. D. Pose questions: in a global review, what kinds of locally available materials dictate sculptural differen between people?

resources are not

tributed over the earth

e and greatly affect the

conditions and quality

Discipline Area Art

Subject Sculpture

Problem Orientation Resource Distribution Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
student will tural free branches and create an ture. student will ld wide sculptural e to resource earned per mache'	I. Student-Centered in class activity A. Discuss modern sculpture. 1. Show filmstrip listed on back. 2. Take questions from there to lead off discussion. B. Demonstrate and discuss paper mache' techniques. 1. Each student is to bring in a tree branch which is fastened to a base, either nailed or set in a can filled with sand. 2. Using the learned paper mache' techniques, create a new shape from the tree branch. 3. To finish the sculpture, paint it anywhere from one solid color to multi-hued effect. C. Form paper mache' masks. D. Pose questions: in a global review, what kinds of locally available materials dictate sculptural differences between people?	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Suggested
Publications: "Brnach Out", Art & Activities, April '70	
Audio-Visual: Understanding Modern Sculpture, Parts I & II, Educational Dimensions, Inc.	
Community:	

ence Materials	Continued and Additional Suggested Learning Experiences
& Activities,	
n Sculpture, ational	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area Art

Subject Card

Problem Orientation Tra

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E
Cognitive: Students will demonstrate their awareness of traffic density through the completion of his table model study of traffic in their neighborhood. Affective: The student will become aware of traffic problems and speculate on possible future problems.	I. Student-Centered in class activity A. Students will construct cars, then arrange them in a limited space to suggest density of a particular neighborhood (real or imaginary). Students will then add extra cars for families having two cars. (Density again being noted.) Again, cars will be added to represent three car families, visitors or additional two car families. B. The students will be expected to consider what (if any) physical or emotional problems and inconveniences will result from increasing numbers of cars in a given area. 1. Danger of accidents 2. Lack of space 3. Fear of accidents 4. Exhaust pollution 5. Noise pollution 6. Vandalism 7. Theft, etc.
Skills to be Learned Cutting, folding & putting together cardboard or tagboard shapes to complete forms resembling autos. Recording information - statistics of their own neighborhood	

uch as facilitating

on, economic conditions,

rowth, and increased

have a great influence

n land use and centers of population density.

Discipline Area Art

Subject Cardboard Sculpture

Problem Orientation Transportation Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
ents will ir aware- density pletion del study heir student re of s and ssible .	I. Student-Centered in class activity A. Students will construct cars, then arrange them in a limited space to suggest density of a particular neighborhood (real or imaginary). Students will then add extra cars for families having two cars. (Density again being noted.) Again, cars will be added to represent three car families, visitors or additional two car families. B. The students will be expected to consider what (if any) physical or emotional problems and inconveniences will result from increasing numbers of cars in a given area. 1. Danger of accidents 2. Lack of space 3. Fear of accidents 4. Exhaust pollution 5. Noise pollution 6. Vandalism 7. Theft, etc.	II. Outside Resource and Community Activities A. State Dept. of Motor Vehicles - statistics on the percent of 1, 2, and 3 vehicle families. B. Walk through a neighborhood to gather statistics on the number of vehicles and where they are stored--driveways, garages, on the street, etc.
arned g & er card- ard shapes rms os. mation - their own		

Resource and Reference Materials	Continued
Publications: "Box Sculpture", D. Hills, Arts & Activities, p. 42, May '70	
Audio-Visual: Film: City: Cars or People? BAVI Designing With Everyday Materials: Corrugated Paper, B.F.A BAVI	
Community: Cardboard may be available at local packaging companies, i.e. Green Bay Packaging	

rials	Continued and Additional Suggested Learning Experiences
ts 0	
rials: AVI	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area Art

Subject Aesth

Problem Orientation La

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING	I
Cognitive: The student will make wise decisions while playing the game and cooperate with other students. Affective: The student will become aware of how changing the land use in one given area may affect land use in surrounding areas and realize that effective planning makes for a more coordinated environment.	I. Student-Centered in class activity A. Play "Man in his Environment Game".	
Skills to be Learned Development of reasoning, foresight & specific game skills Cooperation with others		

ilitating Discipline Area Art

c conditions, Subject Aesthetic appreciation

increased Problem Orientation Land Use Grade 7-8

at influence
and centers of population density.

	SUGGESTED LEARNING EXPERIENCES	
l nts. l ng n ize kes	I. Student-Centered in class activity A. Play "Man in his Environment Game".	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued
Publications: Chute, Robert, '71 Environmental Insight, (Readings & comment on human & nonhuman nature) 100 Ch I-C-E RMC	
Audio-Visual: SG 4 Man in His Environment I-C-E RMC	
Community:	

erials	Continued and Additional Suggested Learning Experiences
ental nt on 00 Ch	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population dens

Discipline Are

Subject

Problem Orient

BEHAVIORAL OBJECTIVES	SUGGES
Cognitive: Student will be able to recognize and transfer images from one's visual senses to a performed tactile skill as exemplified in the child's painting or cut-out design. Affective: Student will learn to recognize the value of designing in the construction of highways and be aware of the planning which goes into traffic patterns. Skills to be Learned Ability to enlarge images Ability to paint, cut, paste, draw, etc. Negative & positive space Color theory	I. Student-Centered in activity A. Interpreting desig highway patterns i various art forms. 1. The student wil select a highwa interchange pat such as a "clov as seen on a hi map and enlarge into a painting in two colors. 2. Interpreting hi designs graphic by cutting and construction pa the necessary s rather than pai the shapes. 3. String design p using the basic patterns as a g the preliminary along which the are placed. Exa wavy road looks

n as facilitating

, economic conditions,

wth, and increased

ave a great influence
and use and centers of population density.

Discipline Area Art

Subject Design-Painting, Weaving, Collage

Problem Orientation Transportation Grade 7-8

JECTIVES	SUGGESTED LEARNING EXPERIENCES	
t will be and transfer visual rmed tactile ied in the or cut-out t will e the value ne ighways and lanning raffic	I. Student-Centered in class activity A. Interpreting designs of highway patterns into various art forms. 1. The student will select a highway interchange pattern such as a "cloverleaf" as seen on a highway map and enlarge it into a painting done in two colors. 2. Interpreting highway designs graphically by cutting and pasting construction paper into the necessary shapes rather than painting the shapes. 3. String design pictures using the basic highway patterns as a guide for the preliminary outlines along which the rails are placed. Example: A wavy road looks like this:	II. Outside Resource and Community Activities A. Field trip to view highway interchanges. B. Highway construction engineer or worker as guest speaker to explain how highways are planned and what problems are overcome by various types of interchanges.
ned e images cut, paste, ve space		

Resource and Reference Materials	Continued and Additiona
Publications: Highway maps "Vary the pace with lano lace", J. Lyen, Arts & Activities, 71:14-16, April '72 "Creative photography without film," Richard Latta, Design, p. 28-9 Summer '72 "String printing on tissue Collage", Arts & Activities, 68:36-7 Dec. '70 "Scrap-paper caper", S. Kropa, Instructor, 81:73 May '72 "Winter Sports Festival - paper tearing activity", M. M. Miner, Instructor, 80:48 Feb. '71 Mayer, Ralph, The Artist's Handbook of Materials and Techniques, 3rd ed., Viking Press, New York, 1970 Audio-Visual: "Hailstones & Halibut Bones" "Little Blue & Little Yellow" "Scrap of Paper & a Piece of String" "What is a Painting" (All films available from Brown County Library, Green Bay) Slides or films of highways (aerial views) Community:	

als	Continued and Additional Suggested Learning Experiences
, film," -9 lage", r ner, d- wn	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 7. Factors such as facilitating transportation, economic conditions, population growth, and increased leisure time have a great influence on changes in land use and centers of population density.

Discipline Area Art

Subject Poste

Problem Orientation E

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: Completion of a poster will give an indication of the child's understanding of concept 7 plus his ability to translate this mental understanding into a communicable message. Affective: Student will have knowledge of good poster design and an understanding of concept 7, knowing that man to a great extent controls these factors and should be concerned with how his activities and mode of living may be affecting others.	I. Student-Centered in class activity A. Students will create a poster to illustrate their concern and understanding over one of the environmental problems posed in concept 7.
Skills to be Learned Composition and layout of poster design Painting, draving Collage skills	

s facilitating

conomic conditions,

, and increased

a great influence

d use and centers of population density.

Discipline Area Art

Subject Poster Design

Problem Orientation Ecology. Grade 7-8

TIVES	SUGGESTED LEARNING EXPERIENCES	
n of a ild's cept 7 trans- er- unicable ill have ster tanding g that t rs and with nd e	I. Student-Centered in class activity A. Students will create a poster to illustrate their concern and understanding over one of the environmental problems posed in concept 7.	II. Outside Resource and Community Activities A. Exhibit posters in public place when completed.
i ut of		

Resource and Reference Materials	Continued and Additional Su
Publications: "Paper mache' bowls and boxes", S. Grasezow, School Arts, 71:26 March '72 "Color combinaticns made exciting", K. G. Kite, Arts & Activities, p. 24-26, Feb. '72 Brinkley, Joh, Lettering Today, Reinhold Pub. Co., New York, 1961 Maurello, S. Ralph, Commercial Art Techniques, 3rd ed., Viking Press New York, 1970 Audio-Visual: Poster, B.F.A BAVI Community:	

	Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT 8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.

Discipline Area

Subject

Problem Orientation

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNI
Cognitive: The student applies principles of television programing to make an environmental filmstrip. Affective: The student revises his judgment as to the value of commercials.	I. Student-Centered in class activity A. Television skit in film-strip form. 1. Students would do individual slides telling a pleasing story about our natural environment. B. Commercials can be inter-jected at intervals. These commercials would off set the aesthetic beauty of the pleasing story. C. Contrast the value of the commercial with the value of the story after project are finished. Students wi probably come up with cra ideas for them and will pa more attention to them tha to the main story. 1. Isn't this what man doe 2. Aren't beauties of natu pushed aside to let the purveyors of man's pleasures take over? D. Presentation may be made through a box projector (cont.)
Skills to be Learned Photography Composition Creative Writing	

conomic, social,

factors determine

s values and

rd his environment.

Discipline Area Art

Subject Slide Skit

Problem Orientation Beauty vs Commercial Grade 7-8

CTIVES	SUGGESTED LEARNING EXPERIENCES	
dent of ing to tal dent nt as mmercials. ed	I. Student-Centered in class activity A. Television skit in film-strip form. 1. Students would do individual slides telling a pleasing story about our natural environment. B. Commercials can be inter-jected at intervals. These commercials would off set the aesthetic beauty of the pleasing story. C. Contrast the value of the commercial with the value of the story after projects are finished. Students will probably come up with crazy ideas for them and will pay more attention to them than to the main story. 1. Isn't this what man does? 2. Aren't beauties of nature pushed aside to let the purveyors of man's pleasures take over? D. Presentation may be made through a box projector (cont.)	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additio
Publications: "Anyone can make a filmstrip", R. Grillotte, School Arts, 69:12-13, D '69	I. (cont.) which has a peek h and which has slit stories to run thr
Audio-Visual:	
Community:	

Continued and Additional Suggested Learning Experiences

I. (cont.)
which has a peek hole in front ——→
and which has slits in the back that allow slide stories to run through.

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT		
	8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.	Discipline Area Subject Problem Orient

BEHAVIORAL OBJECTIVES	SUGGESTED
Cognitive: The student will identify a relationship between cultural, economic, social and political factors and man's values and attitudes toward his environment by creating an exhibit. Affective: The student shows an awareness of the aesthetic factors in a community setting and everyday things.	I. Student-Centered in c activity A. Students will creat traveling exhibit d the culture of thei neighborhood. 1. Photograph aesth facades on build houses. 2. Collect things a photographs that the cultural, ec social and/or po state of a parti neighborhood. 3. Assemble these i exhibit to show they indicate ma values and his a towards his envi 4. Examples: a. Types of cars b. Types of hous c. Do they have d. What kind of e. Shopping cent d. Playgrounds?
Skills to be Learned Photography and composition techniques	

conomic, social, and

ors determine status

s and attitudes toward

t.

Discipline Area Art

Subject Photography & Composition

Problem Orientation Traveling Exhibits Grade 7-8

JECTIVES	SUGGESTED LEARNING EXPERIENCES	
udent will onship economic, cal factors nd his environ- n exhibit. udent s of the in a and	I. Student-Centered in class activity A. Students will create a traveling exhibit depicting the culture of their neighborhood. 1. Photograph aesthetic facades on buildings or houses. 2. Collect things and photographs that show the cultural, economic, social and/or political state of a particular neighborhood. 3. Assemble these in an exhibit to show how they indicate man's values and his attitudes towards his environment. 4. Examples: a. Types of cars driven. b. Types of houses. c. Do they have sidewalks? d. What kind of roads? e. Shopping center? d. Playgrounds?	II. Outside Resource and Community Activities A. Students should research culture of the past through their local museum or historical society.
ned niques		

Resource and Reference Materials	Continued and Additional Su
Publications: "Environment: children explore their school, their community, their values", C. Knapp, Instructor, 81:62-4 Jan. '62 F '72 110 Ph Photography for Kids I-C-E RMC Audio-Visual: Film 240 - Using Community Resources I-C-E RMC Community:	

terials	Continued and Additional Suggested Learning Experiences
plore munity, '62 ds	
Resources	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT		
C O N C E P T	8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.	Discipline Area Subject Problem Orientat

BEHAVIORAL OBJECTIVES	SUGGESTED LEA
Cognitive: The student will design a patch according to student interpreted environmental values. Affective: The student will desire to develop an adherence to his environmental values.	I. Student-Centered in class activity A. Discuss Cults: Roller Derby, religious, snow-mobiles, boating, wrestli football, racing, etc. B. Students should design an arm patch for an environ-mental anti-pollution cul C. Students could actually make patches which they could sew onto their jackets.
Skills to be Learned Layout Planning Design Color	

nomic, social, and	Discipline Area	Art
s determine status	Subject	Patches Design
and attitudes	Problem Orientation	Environmental Values
onment.		Grade 7-8

ECTIVES	SUGGESTED LEARNING EXPERIENCES	
dent n nt nmental dent elop s es.	I. Student-Centered in class activity A. Discuss Cults: Roller Derby, religious, snow-mobiles, boating, wrestling, football, racing, etc. B. Students should design an arm patch for an environmental anti-pollution cult. C. Students could actually make patches which they could sew onto their jackets.	II. Outside Resource and Community Activities A. Students should try to find examples of clothes, speech manners, arm bands and patches which are part of a cult that is interesting to them.
ed		

Resource and Reference Materials	Continued and Additional Suggested
Publications: "Environment: Children explore their school, their community, their values", C. E. Knapp, Instructor, 81:62-4 Jan. '62 Feb. '72	
Audio-Visual:	
Community:	

rials	Continued and Additional Suggested Learning Experiences
re ity, '62	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.	Discipline Area Art Subject Econ Problem Orientation Li

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E
Cognitive: The student designs a shelter according to specific financial limitations. Affective: The student becomes conscious of the economic implications of life. Skills to be Learned Architectural design drawing	I. Student-Centered in class activity A. Economic Design 1. Students will be asked to design a shelter. 2. However, they have certain limitations. 3. Students should be given a specific amount of money, possibly $5.00 and $5,000.00. 4. Students are then to imagine and design a shelter that would cost only $5.00 or as much as $5,000.00.

nomic, social, and

s determine status

nd attitudes

onment.

Discipline Area Art

Subject Economic Design

Problem Orientation Living Space Grade 7-8

CTIVES	SUGGESTED LEARNING EXPERIENCES	
ent cording al ent f the ns of	I. Student-Centered in class activity A. Economic Design 1. Students will be asked to design a shelter. 2. However, they have certain limitations. 3. Students should be given a specific amount of money, possibly $5.00 and $5,000.00. 4. Students are then to imagine and design a shelter that would cost only $5.00 or as much as $5,000.00.	II. Outside Resource and Community Activities A. Students should do some research on house or shelter design.
d n		

Resource and Reference Materials	Continued and Additional
Publications: "Making it in 3-D", E. Stein, School Arts, 71:10-13 O '71 "Childrens Sculpture", J. W. Burgner, School Arts, 71:42-4 O '71 "Creative Uses of Scrap Materials", R. G. Lervie, School Arts, 69:11 F '70 110 A National Audubon Society, A Place to Live, I-C-E RMC 110 Ca Space, a study in Human Adaptation, Introduction to Environment, I-C-E RMC "Create Creativity: Designing a Victorian House using Balsa Wood", R. Guthrie, School Arts, 71:28-30 S '71	
Audio-Visual:	
Community:	

erials	Continued and Additional Suggested Learning Experiences
l, 71 . Burgner, l erials", , ety, 2 man o ng a a Arts,	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT		
	8. Cultural, economic, social, and political factors determine status of man's values and attitudes toward his environment.	Discipline Area Subject Problem Orientati

BEHAVIORAL OBJECTIVES	SUGGESTED
Cognitive: The student will apply cartooning criteria to make a unique statement concerning his values. Affective: The student will become alert to cartooning as a series of communicative art for value formation.	I. Student-Centered in-class activity A. Political Cartooning 1. Find & show political cartoons from newspaper. 2. Study and analyze characters and characteristics of politic cartoons. 3. Students should cont their own cartoons depicting their valu and attitudes. These should deal with the immediate environmen or...a possible alte native may deal with the world outside of their own immediate environment.
Skills to be Learned Drawing Composition Satire	

, economic, social, and

ctors determine status

lues and attitudes

environment.

Discipline Area Art

Subject Political Cartooning

Problem Orientation Man's Environment Grade 7-8

OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
student will g criteria e statement values. student will cartooning communicative ormation.	I. Student-Centered in-class activity A. Political Cartooning 1. Find & show political cartoons from newspaper. 2. Study and analyze characters and characteristics of political cartoons. 3. Students should contrive their own cartoons depicting their values and attitudes. These should deal with their immediate environment or...a possible alternative may deal with the world outside of their own immediate environment.	II. Outside Resource and Community Activities A. Students could collect a number of political cartoons from newspapers.
arned		

Resource and Reference Materials	Continued and Additiona
Publications: "Environment: Children explore their school, their community, their values." C. E. Knapp, Instructor, 81:62-4, Jan. '62 F. '72	
Audio-Visual: Creating Cartoons Bailey Films 6509 De Longpre Ave. Hollywood, Calif. 90028	
Community:	

ce Materials	Continued and Additional Suggested Learning Experiences
n explore community, Knapp, Jan. '62	
0028	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

9. Man has the ability to manage, manipulate, and change his environment.

Discipline Are

Subject

Problem Orient

BEHAVIORAL OBJECTIVES	SUGGESTED LE
Cognitive: The students will design a house according to geographic requirements. Affective: Attempts to determine the characteristics of a house constructed around predetermined conditions.	I. Student-Centered in class activity A. The geography of the la where we choose to buil determines the construc of the building in whic live. B. After your Social Studi session the student wil choose an unusual site hill, the side of a mou the sea, and design a h or building to fit it. Outside Resources and C Activities). C. Depending upon material availability, this may either as a 2-dimension drawing project or the can actually be constru miniature using materia able. D. If possible use Our Man Environment, I-C-E RMC. E. Play Man in His Environ game, I-C-E RMC.
Skills to be Learned Drawing Construction or sculpture using various media	

s the ability to manage,

e, and change his

nt.

Discipline Area Art

Subject Drawing or Construction

Problem Orientation Dwellings Grade 7-8

RAL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
The students a house ac- geographic s. Attempts to he characteristics constructed around ed conditions.	I. Student-Centered in class activity A. The geography of the land where we choose to build determines the construction of the building in which we live. B. After your Social Studies session the student will choose an unusual site eg. a hill, the side of a mountain, the sea, and design a house or building to fit it. (See Outside Resources and Community Activities). C. Depending upon material availability, this may be done either as a 2-dimensional drawing project or the structure can actually be constructed in miniature using materials available. D. If possible use Our Man Made Environment, I-C-E RMC. E. Play Man in His Environment, game, I-C-E RMC.	II. Outside Resource and Community Activities A. Have your Social Studies teacher come in to explain how different areas of the world require different types of dwellings to suit their geographic location.
e Learned		
on or sculpture us media		

Resource and Reference Materials	Continued and Addition
Publications: Our Man Made Environment, Book Seven, I-C-E RMC Space, A Study in Human Adaptation Introduction to Environment, I-C-E RMC Audio-Visual: Man in His Environment, KT 4, I-C-E RMC Community:	

Materials	Continued and Additional Suggested Learning Experiences
t, Book Adaptation nt, KT 4,	

ESEA Title III - 59-70-0135-2 Project I-C-3

CONCEPT		
	9. Man has the ability to manage, manipulate, and change his environment.	Disciplin Subject Problem O

BEHAVIORAL OBJECTIVES	SUGGES
Cognitive: The student will design a house according to landscape requirements. Affective: The student attempts to determine the characteristics of a house construction around predetermined conditions.	I. Student-Centered in activity A. Some neighborhoods cities are built o land while others located on hills o mountains. This af the way they are b their appearance a their usage. B. View drawings and graphs that illust buildings have bee to accomodate this C. Think of the requi of building a hous a sttep, rocky hil D. Design a house to built on a steep s it may be made of levels, provide a keep it from slipp
Skills to be Learned Construction design Observation	

ability to manage,

d change his

Discipline Area Art

Subject Design

Problem Orientation Landscapes Grade 7-8

CTIVES	SUGGESTED LEARNING EXPERIENCES	
udent e cape udent ine s of on ed	I. Student-Centered in class activity A. Some neighborhoods and cities are built on flat land while others are located on hills or in mountains. This affects the way they are built, their appearance and their usage. B. View drawings and photographs that illustrate how buildings have been built to accomodate this problem. C. Think of the requirements of building a house on a sttep, rocky hillside. D. Design a house to be built on a steep slope, it may be made of different levels, provide a means to keep it from slipping.	II. Outside Resource and Community Activities A. Invite an architect to explain the principles of good structure. B. Talk about the affects of weather upon structures built on rugged sloping land. C. Observe different structures on various landscapes in and around the community.
ed n		

Resource and Reference Materials	Continued and Additional Suggested Learn
Publications: "Our Man-made Environment", 120 0 C4, I-C-I RMC	
Audio-Visual:	
Community:	

nued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 9. Man has the ability to manage, manipulate, and change his environment.

Discipline Area: Art

Subject: Cart

Problem Orientation: M

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING
Cognitive: The student will apply the principle of satire to a serious environmental condition through the use of a cartoon. Affective: The student judges problems/issues of his environment and interprets them in a satirical cartoon.	I. Student-Centered in class activity A. Cartooning 1. Note various man-made changes in the environment. 2. After thorough investigation of a number of cartoons as found in newspapers, observing their usage as a satirical commentary, have the students develop their own cartoons depicting changes found in the environment.
Skills to be Learned Cartooning	

to manage, Discipline Area Art

his Subject Cartooning

Problem Orientation Manipulation Grade 7-8

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Cartooning
      1. Note various man-made changes in the environment.
      2. After thorough investigation of a number of cartoons as found in newspapers, observing their usage as a satirical commentary, have the students develop their own cartoons depicting changes found in the environment.

II. Outside Resource and Community Activities
   A. Collect various magazine and newspaper cartoons.
   B. Optional: Invite Al Capp, Charlie Brown & Snoopy or Pogo to your class to explain the principles of cartooning.

Resource and Reference Materials	Continued and Additional Suggeste
Publications:	
Audio-Visual: Creating Cartoons Bailey Films 6509 De Longpre Ave. Hollywood, Calif. 90028	
Community:	

s	Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	9. Man has the ability to manage, manipulate, and change his environment.	Discipline Area: Art Subject: Desi Problem Orientation: Man'

BEHAVIORAL OBJECTIVES	SUGGESTED LEARNING E
Cognitive: The student will devise a new environment from existing materials. Affective: The student will actively participate in manipulating the classroom environment.	I. Student-Centered in class activity A. Utopian Experiment 1. Look at the way life and work are organized. 2. Discuss. a. What is the physical set up of the room? b. Who can get the books and materials? c. What values are important in the classroom? B. Remake your classroom into a community. 1. Begin by planning a new way of using the space. 2. Try to make the environment more enjoyable. 3. Create new uses for the materials available. 4. Construct new forms of furniture and materials for the class. C. May be continued by proposing new physical set up for the community, home or possibly constructing new playground equipment.
Skills to be Learned Observation Planning Design construction	

lity to manage,

ange his

Discipline Area Art

Subject Design and Construction

Problem Orientation Man's Environment Grade 7-8

ES	SUGGESTED LEARNING EXPERIENCES	
ing ate	I. Student-Centered in class activity A. Utopian Experiment 1. Look at the way life and work are organized. 2. Discuss. a. What is the physical set up of the room? b. Who can get the books and materials? c. What values are important in the classroom? B. Remake your classroom into a community. 1. Begin by planning a new way of using the space. 2. Try to make the environment more enjoyable. 3. Create new uses for the materials available. 4. Construct new forms of furniture and materials for the class. C. May be continued by proposing new physical set up for the community, home or possibly constructing new playground equipment.	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additional Sugg
Publications: IIO Gi - Community Planning Handbook, I-C-E RMC	
Audio-Visual:	
Community:	

e Materials	Continued and Additional Suggested Learning Experiences
nning -E RMC	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT		
C O N C E P T	10. Short-term economic gains may produce long-term environmental losses.	Discipline Area Subject Problem Orienta

BEHAVIORAL OBJECTIVES	SUGGESTED
Cognitive: The students will be able to construct a "new-fangled" garment. Affective: Students will be able to feel the need to conserve our natural resources that they would last for others to enjoy.	I. Student-Centered in clas activity A. Fur Trapping 1. Discuss design - ma designs come from nature. Ex. Alligat skin. Discuss how animals become exti due to people using for making a fast b not thinking about environmental loss because of this rap depletion of supply a. What animals are becoming extinct Why? b. Why is their fur hide helping the extinction? B. Redesign Garments Using junk or article recycling, (instead of article from nature th has already been over mink, furs, leather sk create a new style of Ex. A pop-top vest.
Skills to be Learned Clothing desig Solve problems Construction	

economic gains may	Discipline Area	Art
erm environmental	Subject	Multi Media
	Problem Orientation	Short-Long Term Factors
		Grade 7-8

JECTIVES	SUGGESTED LEARNING EXPERIENCES	
udents onstruct arment. ts will he need atural ey hers to	I. Student-Centered in class activity A. Fur Trapping 1. Discuss design - many designs come from nature. Ex. Alligator skin. Discuss how animals become extinct due to people using them for making a fast buck, not thinking about environmental loss because of this rapid depletion of supply. a. What animals are becoming extinct? Why? b. Why is their fur or hide helping their extinction? B. Redesign Garments Using junk or article for recycling, (instead of article from nature that has already been over used mink, furs, leather skins), create a new style of clothing. Ex. A pop-top vest.	II. Outside Resource and Community Activities A. Students could have a "collecting eampaign" to help one another get things together for their new fashioned garment. They could put up a list of articles needed for the collecting station.
ned		

Resource and Reference Materials	Continued and Additional Suggested Le
Publications: "Recreating the Mediocre & the Discard", B. Stubbins, il. School Arts, 70:11, March '71 "Design Through Discovery", Uses natural sources as basis of design, Belvin, Marjorie Elliot "Creative Use of Scrap Materials," R. G. Lervie, School Arts, 69:11 Feb. 70 Audio-Visual: Community:	

ials	Continued and Additional Suggested Learning Experiences
ne '71 Uses f lliot ials,"	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT

10. Short-term economic gains may produce long-term environmental losses.

Discipline Are

Subject

Problem Orient

BEHAVIORAL OBJECTIVES	SUGGESTED L
Cognitive: The student differentiates between the results of a hurriedly and painstakingly made painting. Affective: The student is conscious of the value of patience in a successful painting.	I. Student-Centered in class activity A. Talk about hurried art projects. Discuss pros cons of doing a project hurriedly with poor res or slowly with satisfyi results. B. Mock oil or water color painting vs. final oil water color painting. 1. Students should do a pre-painting of what finished painting wo Use same color, size shapes, but limit th a very short time. 2. Students should do i painting taking time patience. 3. Critique the end pro Compare two works ar benefits of using mo but with more time r better, more satisfy results. a. Sample Questions 1) Which show les wasteful use o materials? 2) Which shows mo
Skills to be Learned Students should learn oil/ acrylic painting techniques	

-term economic gains may

ng-term environmental

Discipline Area Art

Subject Painting

Problem Orientation Short-Long Term Factors Grade 7-8

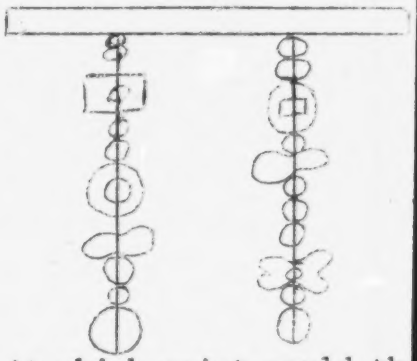
AL OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
The student es between the hurriedly and y made The student is the value of a successful	I. Student-Centered in class activity A. Talk about hurried art projects. Discuss pros and cons of doing a project hurriedly with poor results or slowly with satisfying results. B. Mock oil or water color painting vs. final oil or water color painting. 1. Students should do a pre-painting of what their finished painting would be. Use same color, size, and shapes, but limit them to a very short time. 2. Students should do final painting taking time and patience. 3. Critique the end products. Compare two works and discuss benefits of using more time but with more time reaching better, more satisfying results. a. Sample Questions 1) Which show less wasteful use of materials? 2) Which shows more (Cont.)	II. Outside Resource and Community Activities A. Compare to industry and factory waste.
Learned ould learn oil/ ting techniques		

Resource and Reference Materials	Continued and Additional Su
Publications: In Quest of Cleaner Air & Water, I-C-E RMC Acrylics in the Classroom, J. T. Brandstader, il, School Arts, 68:28-9, April, 1969 Painting, Zaidenberg, Arthur. (practical instruction in various media) Audio-Visual: Ecology - The Game of Man and Nature, I-C-E RMC Smog - The Air Pollution Game, I-C-E RMC Conservation; a picture discussion kit, seven pictures, I-C-E RMC "Where Time is a River", color film, 18 minutes, Brown County Library "What Is A Painting", color film, 22 minutes, Brown County Library Community:	I. (Cont.) 2) concern of the art result?

ıls	Continued and Additional Suggested Learning Experiences
ıter, J. T. 68:28-9, r. ious ıd ıe, ous- ior y y	I. (Cont.) 2) concern of the artist for a successful result?

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT		
	11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.	Discipline Area Subject Problem Orientati

BEHAVIORAL OBJECTIVES	SUGGESTED LEA
Cognitive: Through this project, the student applies the principle of combining individual parts to make a whole. Affective: The student accepts the responsibility of individual work to develop the whole.	I. Student-Centered in class activity A. Thrown clay pieces or ti can be combined as mobil or hanging pieces. (Wind Chimes)
Skills to be Learned Balance Clay work Mobile construction	 At which point would th mobile/wind chime becom impractical? (Can also related to Concept #3.)

acts, duplicated or

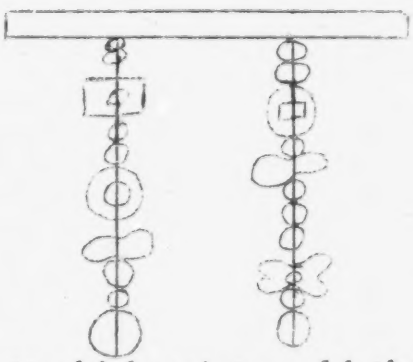
oduce significant

alterations over

Discipline Area Art

Subject Ceramics

Problem Orientation Individual Alterations Grade 7-8

JECTIVES	SUGGESTED LEARNING EXPERIENCES	
h this ent iple of ual parts udent nsibility k to .	I. Student-Centered in class activity A. Thrown clay pieces or tiles can be combined as mobiles or hanging pieces. (Wind Chimes)  At which point would the mobile/wind chime become impractical? (Can also be related to Concept #3.)	II. Outside Resource and Community Activities
ned on		

Resource and Reference Materials	Continued and Additional
Publications: "Balance on a Shoestring", O. C. Locke, Arts & Activities, p. 14-16, June '70 "Skylight Mobiles", W. D. Ehlers, Arts & Activities, p. 20-21, Jan. '71 "Clay is Fun", R. A. Yoder, School Arts, p. 20-1, Oct. '71 Audio-Visual: Make a Mobile, B.F.A BAVI Community:	

erials	Continued and Additional Suggested Learning Experiences
O. C. hlers, 21, . '71	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.

Discipline Area

Subject

Problem Orientatio

BEHAVIORAL OBJECTIVES	SUGGESTED LEAR
Cognitive: Through this project, the students integrate the results of individual sculptures into a group plan. Affective: The students accept responsibility of individual work to develop the whole.	I. Student-Centered in class activity A. Each student does one simple human anatomy wire sculpture (no action pose are necessary). In groups of 5 or 6, students creat scenes and settings for their sculptured figures. B. Students then critique e projects.
Skills to be Learned Wire sculptures Group planning and cooperation	

...idual acts, duplicated or	Discipline Area	Art
...d, produce significant	Subject	Group Sculpture
...ntal alterations over time.	Problem Orientation	Individual Alterations
	Grade	7-8

...L OBJECTIVES	SUGGESTED LEARNING EXPERIENCES	
...hrough this ... students ...e results of ...culptures into ...n. ...he students ...nsibility of ...ork to ... whole.	I. ...tudent-Centered in class activity A. Each student does one simple human anatomy wire sculpture (no action poses are necessary). In groups of 5 or 6, students create scenes and settings for their sculptured figures. B. Students then critique end projects.	II. Outside Resource and Community Activities
...e Learned ...ures ...ng and ...n		

Resource and Reference Materials	Continued and Additional
Publications: "Making it in 3-D", E. Stein, School Arts, 71:10-13 O '71 "Cityscapes in 3-D", M. B. Bowman, Arts & Activities, p. 36-37, June '71 "Cardboard City", Mixed Media R. R. Guthrie, il., School Arts, 68:24-25 N '68 "Create Creativity, Designing a Victorian House using Balsa Wood", R. Guthrie, School Arts, p. 28-30, Sept. '71 Audio-Visual: Introduction to Sculpture Methods, B.F.A BAVI Community:	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.	Discipline Area Subject Problem Orienta

BEHAVIORAL OBJECTIVES	SUGGESTED
Cognitive: Through this project, the student should comprehend the significance of the artist as an instrument of change in society. Affective: The students accept the responsibility of individual work to develop the whole.	I. Student-Centered in cl activity A. Art history unit - "Individual Acts Bri About Change in Desi 1. Bauhaus School ha influenced design furniture, clothi 2. Trace the influen designs created Bauhaus School o used for everyday eg. Furniture, di silverware.
Skills to be Learned Research Discussion Identification of painting	

:ated or

icant

over

Discipline Area Art

Subject Design

Problem Orientation Individual Alterations Grade 7-8

SUGGESTED LEARNING EXPERIENCES

I. Student-Centered in class activity
   A. Art history unit - "Individual Acts Bringing About Change in Design".
      1. Bauhaus School has influenced design of furniture, clothing, etc.
      2. Trace the influence of designs created at the Bauhaus School on designs used for everyday products. eg. Furniture, dishes, silverware.

II. Outside Resource and Community Activities
   A. Library - Research in art history.
   B. Visit an Art Museum to observe works of artists.

Resource and Reference Materials	Continued and Additional Su
Publications:	
Audio-Visual: "Design in Movement" - Film "Man and His Environment #1" Slide/Tape I-C-E RMC "A World Is Born" - Film 220 I-C-E RMC	
Community:	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT	11. Individual acts, duplicated or compounded, produce significant environmental alterations over time.	Discipline A Subjec Problem Orie

BEHAVIORAL OBJECTIVES	SUGGESTE
Cognitive: Through this project, the student integrates a variety of objects to continually change the whole. Affective: The student accepts the responsibility of individual work to develop the whole.	I. Student-Centered in c activity A. Develop a permanent life during the cou the semester. Each brings a few things during the semester display grows and c it becomes continua complex. 1. Students can reo objects to make ment about our s Draw. 2. Students can tak of the ugly obje leave the beauti vice-versa and d 3. Students can org balanced and unb compositions.
Skills to be Learned Composition Techniques of showing light effects on objects Proportion	

, duplicated or

significant

ations over

Discipline Area Art

Subject Group Happening in Composition

Problem Orientation Individual Alterations Grade 7-8

ES	SUGGESTED LEARNING EXPERIENCES	
s f lity cts	I. Student-Centered in class activity A. Develop a permanent still life during the course of the semester. Each student brings a few things so that during the semester the display grows and changes as it becomes continually more complex. 1. Students can reorganize objects to make a statement about our society. Draw. 2. Students can take out all of the ugly objects and leave the beautiful or vice-versa and draw. 3. Students can organize into balanced and unbalanced compositions.	II. Outside Resource and Community Activities

Resource and Reference Materials	Continued and Additio
Publications:	
Audio-Visual: "Man and His Environment" #2 Slide/Tape, I-C-E RMC "Environmental Awareness - Texture", KT 16, I-C-E RMC	
Community:	

Continued and Additional Suggested Learning Experiences

ESEA Title III - 59-70-0135 -2 Project I-C-E

CONCEPT

12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others.

Discipline

Subject

Problem Ori

BEHAVIORAL OBJECTIVES	SUGGEST
Cognitive: Student shall be able to grasp thought of cartoon as a serious statement. Student shall be able to produce a unique communication relating to land stewardship. Affective: Students become alert to other forms of communications. Students shall form judgement as to responsibility to the future. Skills to be Learned Cartooning Chacterization Framing Color Simplicity Camera techniques Basic Filming procedures	I. Student-Centered in activity A. Cartoon (Politica presenting crime against the land. B. Film making. Stu could produce the commercial about care for today an tomorrow. C. Slides 1. Students can p a slide from a slide holder a very thin piec acetate 2. Students can d on acetate, pa on it, paste, o on it and put the old slide 3. Each slide sho students inter of how "privat ship means ste to them. (Con't)

ip must be

rdship and should

violate the

others.

Discipline Area Art

Subject Art as Persuasion

Problem Orientation Convincing People Grade 7&8

IVES	SUGGESTED LEARNING EXPERIENCES	
all t of ate- able muni-	I. Student-Centered in class activity A. Cartoon (Political type) presenting crime abuses against the land. B. Film making. Students could produce their own commercial about land care for today and tomorrow. C. Slides 1. Students can produce a slide from an old slide holder and a very thin piece of acetate 2. Students can draw on acetate, paint on it, paste, cut out on it and put into the old slide holder.. 3. Each slide should be students interpretaion of how "private ownership means stewardship" to them. (Con't)	II. Outside Resource and Community Activities Collect examples of cartoons to be brought to class for discussion. View television commercial and list techniques and approaches used in the most effective ones. Take a trip to a local television station.
ome ts e future		
s		

Resource and Reference Materials	Continued and Addition
Publications: The Dream of Icarus, Coutts, Kenneth & Smith "Handmade Slides: Whetstone for Perceptual Acuity", E. Scott, Arts and Activities, p. 30-1, April '72 Future Shock, Alvin Toffler I-C-E RMC "Creative Photography Without Film", Richard Lotta, Design p. 28-29 Summer '72 "Anyone Can Make a Filmstrip" R. Grillote, School Arts, p. 12-13 Dec. '69 "Elementary Filmmaking" J. Burrnet, School Arts, 69:20-3 F '70 "Photography Workshop Excites Youngsters", School Arts, April 72 p. 52 Audio-Visual: Children as Film Makers Teaching Film Animation to Children Ecology: The Game of Man & Nature Garbage, (film 60) I-C-E RMC The Young Art, Children Make Their Own Films, Let's Make a Film, Available from Nostrand Reinhold Film Library 450 W. 33'd St. New York, N.Y. 10001	(Con't from I. C.) 4. Ex. If students own it is important to train the animal so to others. 5. Explain to students because you won som your benefit. You

rials	Continued and Additional Suggested Learning Experiences
,	(Con't from I. C.) 4. Ex. If students own pets they can illustrate why it is important to take care of the animal and train the animal so that it will not be offensive to others. 5. Explain to students that stewardship means that because you won something it is not primarily for your benefit. You have a responsibility to society.
es,	
out n p. 28-29	
ip" . 12-13	
es	
MC e Their	
einhold N.Y. 10001	

ESEA Title III - 59-70-0135-2 Project I-C-E

CONCEPT: 12. Private ownership must be regarded as a stewardship and should not encroach upon or violate the individual right of others.	Discipline Subject Problem Or
BEHAVIORAL OBJECTIVES	SUGGE
Cognitive: The student will be able to design and construct a house according to specific problems and situation and also illustrate comprehension of past civilizations in relation to land.	I. Student-Centered activity A. Expandable Hou 1. Students sh a house to the future. 2. They should land use, s lation and neighbors. 3. They could actually bu house out o wood, shoe
Affective: Student will be able to form judgments as to responsibility to the future and acquaint himself with past human/land relationship.	B. History 1. Through the told by art discover wh civilizati past - Rom Indian - w 2. How did th the land? 3. The rights 4. Students d compile sk
Skills to be Learned Space design Cardboard construction Sketching	

hip must be

ardship and should

or violate the

f others.

Discipline Area Art

Subject Design and History
Stewardship

Problem Orientation and Rights Grade 7-8

IVES	SUGGESTED LEARNING EXPERIENCES	
t will i ording and llustrate t ation to	I. Student-Centered in class activity A. Expandable House 1. Students should design a house to expand for the future. 2. They should consider land use, space, population and their neighbors. 3. They could then actually build this house out of cardboard, wood, shoe boxes, etc. B. History 1. Through the stories told by art of the past, discover whether or not civilizations of the past - Roman, Egyptian, Indian - were good stewards. 2. How did they feel about the land? 3. The rights of others? 4. Students do a reaction-compile sketch.	II. Outside Resource and Community Activities A. Students could research habitat of Expo '70 in Canada.
ill be ts as the himself		
on		

Resource and Reference Materials	Continued and Additional Suggested
Publications: "Create Creativity, Designing a ... Victorian House using Balsa Wood", R. Guthrie, School Arts, p. 28-30, Sept. '71 Jenck, Charles & Boerd, George, Meaning of Architecture, Kapron, Alan, Assemblage, Environments & Happenings Halje, Gerd & Ursala, Design for Modern Living "Box Sculpture", D. Hills, Arts and Activities, p. 42, May '70 "Making it in 3-D", E. Stein, School Arts, 71:10-13 O '71 "City's visual sickness - Art as a means of experiencing the environment", F. K. Scholl, School Arts, 71:6-7 April '72 "The Italian in Design" Gabriela, Drudi, 44-45, June '72 Craft Horizons "Our Man-Made Environment", I-C-E RMC "A Study in Environment" Ceano Nalle, School Arts, April '72, p. 26 Audio-Visual: "Man and His Environment", Series #2, Slide/Tape I-C-E RMC Community:	

	Continued and Additional Suggested Learning Experiences
", 0,	
d	
ol	
RMC le,	
2,	

PROJECT I-C-E Episode Evaluation Form (Rep

Please fill in:
Subject: _____

Grade: _____

Concept No. Used: _____

In commenting on each epis
form. Feel free to adapt it
your critiques and comments
hand column, please rate (po
make specific comments or su
vided to help us make this a

Poor	Good	Exc.	
			I. Behavioral Objectives A. Cognitive:
			B. Affective:
			II. Skills Developed
			III. Suggested Learning Experiences A. In Class:
			B. Outside & Community Activities:
			IV. Suggested Resource & Reference Mate (specific suggestions & comments)

PROJECT I-C-E Episode Evaluation Form (Reproduce or duplicate as needed)

n: _____

_____

sed: _____

In commenting on each episode used in your class, please use this form. Feel free to adapt it and add more pages. Let us know all your critiques and comments - negative and positive. In the left-hand column, please rate (poor, good, excellent) each item. Also, make specific comments or suggestions if possible in the space provided to help us make this a more usable guide. Thank you.

xc.

I. Behavioral Objectives
A. Cognitive:

B. Affective:

II. Skills Developed

III. Suggested Learning Experiences
A. In Class:

B. Outside & Community Activities:

IV. Suggested Resource & Reference Materials
(specific suggestions & comments)

Project I-C-E
Serving Schools in CESA 3-8-9
1927 Main Street
Green Bay, WI 54301